PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JAN 9 - 1934

THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

FORMERLY THE AMERICAN PHYSICAL EDUCATION REVIEW FOUNDED IN 1896

JANUARY 1934

VOL. V, No. 1

The Teaching of Health Education in Elementary Schools . . . . Willard Walter Patty, Ph.D.

Organization of Physical Education in France . . . . . Christian Lazard

How Has the Depression in Education Affected Physical Education? . . . . . J. E. Rogers

The Education of the Birth Injured . . Earl R. Carlson, M.D.

Winter Sports to the Fore . . . . . Harriette Aull

A Physician Considers the Problem of the Teacher's Health . . . LeRoy A. Wilkes, M.D.

The Requirement in College Physical Education...W. L. Hughes, Ph.D.

Teaching Food Appreciation . . . . . Iva A. Mercer

Some Observations of Mentally and Emotionally Sick Men During Periods of Physical Activity . . . . . Harry E. Lawson

Management and Treatment of Dermatological Cases in a Student Health Service..Robert L. Gilman, M.D., and Thomas Miller, M.D.

Rhythmic Activities for High School Boys . . . . Louis E. Hutto

Quetzacoatl's Bride, Marna V. Brady

A Challenge to Parents and Community . . . Ethel Rockwell

Volleyball, An Analysis of the Game . . . . Edward F. Voltmer

Modern Conceptions of "Amateur" Wrestling . . . F. B. Eriksen

Boxing as an Intramural Sport . . . . . Noel H. Petree

Illustrations of Muscular Actions in Sports . . Albert Ben Wegener

Basketball Progress Tests . . . . . H. T. Friermood

A Wise Decision, A Health Play . . . . Mrs. A. L. Morgan

AMERICAN PHYSICAL EDUCATION ASSOCIATION

American Physical Education Association and Mid-West Association Convention, Cleveland, April 18-21
Southern District, New Orleans, March 28-31
Central District, St. Paul, April 4-7
Northwest District, Spokane, April 4-7
Eastern District, Atlantic City, April 4-7

BOUVÉ-BOSTON SCHOOL OF PHYSICAL EDUCATION

In Affiliation With Simmons College

MARJORIE BOUVÉ, *Director*

Distinguished for the excellence of its training in preparing young women for the profession of Physical Education, offers a four-year course in affiliation with Simmons College, leading to a B.S. Degree; a three-year course, preparing students to teach all branches of Physical Education; and a three-year course in Physical Therapeutics.

College graduates may complete the three-year course in two years if they have the necessary prerequisites for the work. Excellent opportunities are offered for sports and individual games. Health education, recreation programs, and posture work are stressed.

For Catalogue Address Registrar

105 SOUTH HUNTINGTON AVENUE, BOSTON, MASS.

48th Year

ARNOLD COLLEGE

48th Year

for Hygiene and Physical Education

FOUR-YEAR COURSE LEADING TO AN APPROVED B.S. DEGREE

A complete Teacher-Training program with student teaching in classrooms, playgrounds, and at recreation centers.

Two years work in theory and practice in Physiotherapy.

Summer camping period on Long Island Sound.

Co-Educational | Dormitories on Campus | Six-Week Summer School | Appointment Bureau

For catalogue and literature, address

1466 Chapel Street — New Haven, Conn.

The SAVAGE SCHOOL for PHYSICAL EDUCATION

THE Savage School for Physical Education is the oldest Teacher Training School for Health and Physical Education in New York State. It is approved and chartered by the New York State Department of Education and offers a three-year course which prepares High School Graduates to become Teachers, Supervisors and Directors of Health and Physical Education in Colleges, Schools, Camps, Playgrounds, Clubs, etc. Located in New York City, the Savage School is able to obtain for its faculty, men and women who are specialists and authorities in their respective subjects.

For Catalogue address Registrar, 308 W. 59th St., New York City

International Young Men's Christian Association College

(Springfield College)

SPRINGFIELD, MASSACHUSETTS

J. H. McCURDY, M.D., *Director Physical Course* — GEORGE B. AFFLECK, *Associate Director Physical Course*

EQUIPMENT—Five Athletic Fields, Two Gymnasiums, Natatorium, Boat House, Laboratories, Physical Education Library Unexcelled.

COURSES—Four-year course for high school graduates. Two-year courses for college graduates. Degrees, B.S., B.P.E., M.P.E., and M.Ed. Women are also admitted for graduate study. Trains for Christian leadership in physical education.

For Information Address ..... **JOHN D. BROCK, Secretary**

Education
Wahr

The Journal of

HEALTH and PHYSICAL EDUCATION

E. D. MITCHELL, Editor

VOL. V JANUARY, 1934 No. 1

AMERICAN PHYSICAL EDUCATION ASSOCIATION

Officers

President, Mary C. Coleman, North Carolina College for Women, Greensboro.
Vice-President, Strong Hinman, Public Schools, Wichita, Kansas.
Secretary-Editor, E. D. Mitchell, University of Michigan.
Chairman Field Service, James E. Rogers, 315 Fourth Ave., New York City.

Additional Members of Executive Committee

Margaret Bell, M.D., University of Michigan, Ann Arbor.
V. S. Blanchard, Public Schools, Detroit, Michigan.
H. H. House, State College of Washington, Pullman.
C. M. Miles, Department of Public Instruction, Tallahassee, Fla.
William G. Moorhead, State Dept. of Education, Harrisburg, Pa.
Jay B. Nash, Ph.D., New York University.
Jesse F. Williams, M.D., Teachers College, Columbia University.

Members of Legislative Council

(The Officers and Executive Committee are also included.)

Marjorie Bouvé, Massachusetts State Society.
John Brown, Jr., M.D., Y.M.C.A. Physical Directors' Society.
A. D. Browne, M.D., Tennessee State Society.
William Burdick, M.D., Maryland State Society.
C. H. Burkhardt, New York State Society.
Harry Burns, M.D., Administrative Directors' Society.
Ellis H. Champlin, New York State Society.
Helen Cooper, Rhode Island State Society.
A. Lester Crapser, Pennsylvania State Society.
Grace B. Daviess, Women's Athletic Section.
Charles W. Davis, California State Society.
George G. Deaver, M.D., Therapeutic Section.
Henry E. Detherage, Missouri State Society.
E. D. Elliott, Ph.D., College Men's Physical Education Section.
Ruth Elliott, Ph.D., National Association of Directors of Physical Education for College Women.
Herschell Emery, Oklahoma State Society.
Edgar W. Everts, Minnesota State Society.
Arnold Fink, Pennsylvania State Society.
Henry M. Foster, Washington State Society.
Charles Forsythe, Michigan State Society.
Jessie R. Garrison, Public Schools Section.
Edith M. Gates, Y.W.C.A. Physical Directors' Society.
Ruth Glassow, Research Section.
Major E. V. Graves, Virginia State Society.
Karl Greenlee, Iowa State Society.
Willard N. Greim, Colorado State Society.
Elizabeth Halsey, Iowa State Society.
Strong Hinman, Kansas State Society.
Dorothy Nash Hutchinson, North Carolina State Society.
Allen G. Ireland, M.D., New Jersey State Society.
Hiram A. Jones, Ph.D., New York State Society.
C. Walter Kadel, Delaware State Society.
Louis Kulcinski, Illinois State Society.
A. S. Lamb, M.D., Canada.
Clair V. Langton, D.P.H., Oregon State Society.
Harold Lauritsen, Nebraska State Society.
Helen A. Lengyel, Maine State Society.
Guy S. Lowman, Teacher-Training Section.
J. H. McCurdy, M.D., National Collegiate Athletic Association.
W. G. Moorhead, Pennsylvania State Society.
Alfreda Mosscrop, Alabama State Society.
Edna Munro, Indiana State Society.
Robert Munsey, California State Society.
Ruth L. Murray, Michigan State Society.
N. P. Neilson, Society of State Directors.
J. H. Nichols, M.D., Ohio State Society.
Harry Nissen, Massachusetts State Society.
D. Oberteuffer, Ph.D., Ohio State Society.
Julia Post, South Carolina State Society.
Ethel Rockwell, Recreation Section.
R. N. Sandlin, Texas State Society.
Helen Saum, Kansas State Society.
C. W. Savage, College Physical Education Association.
Mazie V. Scanlan, New Jersey State Society.
Henry J. Schnelle, Connecticut State Society.
Carl P. Schott, Ph.D., West Virginia State Society.
L. B. Sharp, Camping Section.
Helen N. Smith, Ohio State Society.
Mrs. Mary E. L. Soule, Georgia State Society.
S. C. Staley, Illinois State Society.
Arthur L. Strum, Indiana State Society.
H. T. Taylor, Kentucky State Society.
A. P. Way, M.D., New York State Society.
Agnes R. Wayman, Women's Division, N.A.A.F.
Emily White, Dancing Section.
Harold Wood, Men's Athletic Section.

In This Issue

THE TEACHING OF HEALTH EDUCATION IN ELEMENTARY SCHOOLS. *W. W. Patty, Ph.D.* 3
ORGANIZATION OF PHYSICAL EDUCATION IN FRANCE. *Christian Lazard* 8
HOW HAS THE DEPRESSION IN EDUCATION AFFECTED PHYSICAL EDUCATION? *J. E. Rogers* 12
THE EDUCATION OF THE BIRTH INJURED. *Earl R. Carlson, M.D.* 14
WINTER SPORTS TO THE FORE. *Harriette Aull* 17
A PHYSICIAN CONSIDERS THE PROBLEM OF THE TEACHER'S HEALTH. *L. A. Wilkes, M.D.* 20
EDITORIALS 22
THE REQUIREMENT IN COLLEGE PHYSICAL EDUCATION. *W. L. Hughes, Ph.D.* 24
TEACHING FOOD APPRECIATION. *Iva A. Mercer* 26
SOME OBSERVATIONS OF MENTALLY AND EMOTIONALLY SICK MEN DURING PERIODS OF PHYSICAL ACTIVITY. *Harry E. Lawson* 28
MANAGEMENT AND TREATMENT OF DERMATOLOGIC CASES IN A STUDENT HEALTH SERVICE. *R. L. Gilman, M.D., and T. Miller, M.D.* 30
RHYTHMIC ACTIVITIES FOR HIGH SCHOOL BOYS. *Louis E. Hutto* 32
QUETZACOATL'S BRIDE—AN AZTEC FESTIVAL. *Marna V. Brady* 34
A CHALLENGE TO PARENTS AND COMMUNITY. *Ethel Rockwell* 36
VOLLEYBALL, AN ANALYSIS OF THE GAME FOR TEACHING PURPOSES. *Edward F. Voltmer* .. 38
MODERN CONCEPTIONS OF "AMATEUR" WRESTLING. *F. B. Eriksen* 40
BOXING AS AN INTRAMURAL SPORT. *Noel H. Petree* 42
ILLUSTRATIONS OF MUSCULAR ACTIONS IN SPORTS. *Albert Ben Wegener* 44
BASKETBALL PROGRESS TESTS ADAPTABLE TO CLASS USE. *H. T. Friermood* 45
AROUND THE COUNTRY WITH J. E. ROGERS.. 48
IT MAY INTEREST YOU TO KNOW 50
DISTRICT NEWS 52
A WISE DECISION, A HEALTH PLAY. *Mrs. A. L. Morgan* 54
BOOK REVIEWS 64

THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
311 Maynard, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Professional Membership, including the Journal and the Research Quarterly $5.00
Active Membership (including Journal) 2.00
Single Copies ..... .35

Copyright, 1933, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879

The contents of previous issues of The Journal of Health and Physical Education can be found by consulting the Education Index in your library.

CONVENTION ANNOUNCEMENTS

Thirty-Ninth Annual Convention

American Physical Education Association

with Twenty-Third Annual Convention

Middle-West Society of Physical Education

(Mid-West Day on Friday—Mid-West Officers to arrange general meetings and Mid-West Section Chairmen to have charge of their respective programs.)

Hotel Statler, Cleveland, Ohio, April 18-21, 1934

CLEVELAND CONVENTION COMMITTEE
Floyd A. Rowe, Chairman

SEATED, LEFT TO RIGHT: Henry W. Luther, Cleveland Public Schools; Floyd A. Rowe, Cleveland Board of Education; Vera Barger, Y. W. C. A.; Mrs. Ruth Bartlett, Lake Erie College; Harriet V. Fitchpatrick, Cleveland Board of Education; C. W. Savage, Oberlin College; Margaret Darrah, Lakewood Board of Education; Margaret Pottinger, Hathaway-Brown School; Mary L. McGraw, Cleveland Board of Education; J. D. McCarraher, University School.

STANDING, LEFT TO RIGHT: Arthur Clulee, Y. M. C. A.; Carl Hein, Socialer Turnverein; Dr. John Hagan, Superintendent of Parochial Schools; G. I. Kern, Cleveland Board of Education; Rev. Clarence Elwell, Parochial Schools; W. G. Bahner, Ass't County Superintendent; Elmer D. Mitchell, Secretary-Editor, A. P. E. A.; Geo. J. Altmann, Kent State College; Dan W. Duffy, City Recreation Commissioner; A. H. Skean, Chamber of Commerce; W. H. Sheffield, Chamber of Commerce; James A. Lee, Cleveland Athletic Club.

MEMBERS OF THE COMMITTEE NOT PRESENT: Gustav Bachman, Germania Turnverein; Walter B. Bird, Cleveland Heights Public Schools; Robert Grueninger, Western Reserve University; Louise Kent Hale, Cleveland Heights Board of Education; Eva G. May, Flora Stone Mather College, W. R. U.; Howard Moritz, Shaker Heights Public Schools; E. C. Offinger, East Cleveland Public Schools; Edna Smith, Parochial Schools

EASTERN DISTRICT CONVENTION	SOUTHERN DISTRICT CONVENTION	CENTRAL DISTRICT CONVENTION	NORTHWEST DISTRICT CONVENTION
April 4-7	**March 28-31**	**April 4-7**	**April 4-7**
Chalfonte-Haddon Hall, Atlantic City, N. J.	St. Charles Hotel New Orleans, La.	Hotel Lowry, St. Paul, Minn.	Spokane, Wash.
Convention Manager: MAZIE V. SCANLAN	*Convention Manager:* FRANK BEIER	*Convention Manager:* W. W. KILBOURNE	

The Teaching of Health Education in Elementary Schools

By

WILLARD WALTER PATTY, Ph.D.
Director, Physical Welfare Training Department, Indiana University.

EDITOR'S NOTE.—This is the first of a series of three articles dealing with health education. The second will be entitled "Outcomes of Health Education—I Knowledge, II Habits and Skills, III Attitudes." The third will be entitled "Administrative and Health Supervisory Activities of the Teacher in Elementary Schools."

WHAT special preparation should the elementary school teacher have in order to carry on successfully her health education responsibilities? This question is a practical one. It is confronting general school administrators, health education supervisors, and curriculum makers in teacher-training institutions today.

The purpose of this study is to attempt to discover the answer to this question. It has been limited to the first six grades of the elementary school and the kindergarten. It includes the consideration of the teacher's health management and health supervision duties as well as teaching activities. The teaching activities studied include those relating to the pupil's habit-forming, skill-training, and attitude development learning activities as well as his learning of health information.

The study is limited to an investigation of health education needs. Other desirable phases of training such as subject matter and methods of teaching in academic subjects are assumed. They form no part of this study.

Sources of Data

The principal sources of data are twenty-five selected health courses of study. The following is a list of the courses of study used as the chief sources of data. It will be noted that, in addition to one well-known course of study developed by Dr. T. D. Wood and Dr. Ruth Strang, seventeen city courses, two county courses, and five state courses of study have been used.

In this study emphasis has been placed upon validity rather than reliability of data. Higher reliability might have been secured by a standard random sampling of courses of study. The selection of every fifth course of study alphabetically would have been logical. In this case, however, we were interested more in those courses of study that were recognized as among the most complete and most carefully developed.

Within the courses of study no sampling method was used. All material was considered carefully. Therefore, while from the standpoint of reliability of this study as a cross-section of the health education practices of the United States the sampling may not be typical, it is believed that the purposes of this investigation were best furthered by this method of selection of representative courses of study as the major sources of data.

The list of courses of study used as sources follows:

Courses of Study Sources

NAME	YEAR PUBLISHED	GRADES
Special		
Wood and Strang	1925	1, 2, 3, 4, 5, 6
City		
Albany, N.Y.	1921	1, 2, 3, 4, 5, 6
Allentown, Pa.	?	1, 2, 3, 4, 5, 6
Alpena, Mich.	1924	4, 5, 6
Beaumont, Tex.	1928	1, 2, 3, 4, 5
Bethlehem, Pa.	?	6
Baltimore, Md.	1930	K, 1, 2, 3, 4, 5, 6
Battle Creek, Mich.	1922	K, 1, 2, 3, 4, 5, 6
Chicago, Ill.	1929	1, 2, 3, 4, 5, 6
Cleveland Heights, O.	1921	K, 1, 2, 3, 4, 5, 6
Detroit, Mich.	1922	4, 5, 6
Los Angeles, Cal.	1929	K
Milwaukee, Wis.	1929	1, 2, 3, 4, 5, 6
New York City, N. Y.	1930	1, 2, 3, 4, 5, 6
Oakland, Cal.	1929	K, 1, 2, 3, 4, 5, 6
Richmond, Va.	1924	K, 1, 2, 3, 4, 5, 6
St. Louis, Mo.	1926	K, 1, 2, 3, 4, 5, 6
Tulsa, Okla.	1928	1, 2, 3, 4, 5
County		
Asotin County, Wash.	1925	1, 2, 3, 4, 5, 6
Baltimore County, Md.	1927	5, 6
State		
Indiana	1931	1, 2, 3, 4, 5, 6
Maine	1928	1, 2, 3, 4, 5, 6
North Dakota	1922	1, 2, 3, 4, 5, 6
Virginia	1926	1, 2, 3, 4, 5, 6
Wisconsin	1925	K, 1, 2, 3, 4, 5, 6

The satisfactory reliability of these data is indicated by the fact that as the number of courses analyzed increased very few additional points were discovered in the last dozen courses of study.

The Methods of Procedure

The first assumption upon which this procedure is based is that teachers of health in elementary schools should be prepared to do well those things that are specified in representative courses of study.

A second assumption is that the teacher should herself have the knowledge, habits and skills, and attitudes that we hope for the pupil to acquire. In other words, the teacher should be prepared to be a good example of health living.

A third assumption is that the teacher should be thoroughly prepared in all phases of health education as an instructor applying these courses of study in the school.

It was felt that the results of the investigation would be more meaningful if the analysis of the job of teaching health were made in four divisions:

1. Health knowledge outcomes expected.
2. Health habits and skills that the pupil should acquire.
3. Desirable health attitudes which the pupil should form.
4. Health management and health supervision duties of the teacher.

Several of the courses of study follow the above classifications quite clearly. In other cases the investigator exerted every effort to interpret the courses of study content as apparently intended by their framers. No doubt the apparent omission of desirable outcomes in certain courses was not intended by the committee responsible for their development. In such cases, no doubt, actual practice exceeds the quality of health education indicated by the course of study analysis charts.

It may not be amiss to restate that the purpose of this investigation was not to compare the quality of courses of study, but rather to discover what preparation a teacher should have in order to teach health effectively in representative school systems.

The chief method used in the study has been the analytical. The Wood-Strang course of study was analyzed first. The principal provisions of the course regarding health knowledge outcomes were grouped under headings descriptive of the nature of the information. As other courses were analyzed and additional units of knowledge were discovered they were added to the list. This list of major knowledge outcomes has been listed by "key numbers" to make a "key code." A similar procedure was followed regarding outcomes in the form of habits and skills, and attitudes. A similar plan was also used in dealing with health management and health supervision activities of the classroom teacher.

Using these key codes it is possible to see what the principal units should be in the preparation of the teacher with relation to health education of pupils. However, it was desired to go farther in the analysis. A second major step in the study, then, was to construct a "summary chart" form. A sample of this summary chart form follows. The first column following the name of the course of study indicates the grades for which the course is planned.

Key Code for Units of Habits and Skills to be Developed

Key No.
- 401 Proper habits and skills regarding food.
- 402 Proper habits and skills concerning speech.
- 403 Proper habits relating to sleep.

(e.g.) *Summary Chart II*

Key No.		401	402	403	404	405	406	407	etc.
Oakland	K-6	K 1 2 3 4 5 6		K 1 2 3 4 5 6					
Richmond	K-6	K 1 2 3 4		K 1 2 3 4					
St. Louis	K-6	K 1 2 3 4 5 6	K 4	K 1 2 3 4 5					
etc.									

By using the key codes together with the summary charts it was possible to show: (1) the frequency of emphasis of each unit, and (2) the placement in grades, from kindergarten to sixth inclusive, of these emphases.

The relations between key codes and summary charts are illustrated by the previous excerpt from data dealing with habits and skills. Interpreting the chart, it is seen that the item of "habits and skills regarding food" is stressed in every grade in each course of study listed before. In contrast, note that "habits and skills concerning speech" (key No. 402) is mentioned only in kindergarten and fourth grade of the St. Louis course of study.

In analyzing the courses of study using the key codes for reference, every effort was made to be accurate. Each grade in each course of study was studied for knowledge outcomes. It was then rechecked for possible errors. In many cases additional rechecks were made. Then each grade would be checked and rechecked for habits and skills and again for attitudes. Considering that each course of study was also checked and rechecked for health management and health supervisions, each of the twenty-five courses of study was analyzed in detail at least eight times by the investigator.

It is recognized that the human judgment element entering into this investigation prevents it from being highly objective, but care was taken to avoid errors as far as possible.

Finally curricula and textbooks of teacher-training level were studied in order to recommend desirable subjects of study and activities that should prepare the elementary school teacher to meet these needs in her health teaching.

Brief Summary of Outstanding Conclusions*

1. The health courses of study (more than one hundred) in the Teachers College Curriculum Research Bureau, given a preliminary examination by the investigators, evidence the fact that educators are giving a careful thought to objectives and procedures in the health education program.

2. The author accepts the concept that objectives of the teacher and pupil are practically identical with outcomes or changes in the pupil whenever the health education program functions perfectly. The investigation reveals the fact that most course-of-study makers group outcomes under the headings of: knowledge, habits and skills, and attitudes.

3. The study shows that there is more uniformity regarding habit and skill outcomes than other outcomes.

4. The greatest emphasis upon correct health habits and skills is in the kindergarten. Attention to supervision of formation of health habits and skills continues throughout the elementary grades, but with gradually decreasing relative importance.

* These conclusions are based upon careful analyses of courses of study. A series of two additional articles to appear in later numbers of this magazine will present detailed summaries of the original data regarding units of health knowledge, attitudes, habits and skills, and administrative duties upon which these conclusions and recommendations are based.

5. Wholesome health attitude development is stressed most in grades two to five inclusive. Apparently the kindergarten and first grade children are considered too young to be interested in the "why" of health procedure.

6. The emphasis upon knowledge units is greatest in grades five and six, especially grade six. Obviously the increased maturity of the child, his growing curiosity, and his mastery of the fundamental tools of learning are largely accountable for this increased emphasis.

7. In the kindergarten the most frequently mentioned outcomes sought are: habits and skills regarding food, proper habits of personal cleanliness, proper habits relating to sleep, habits of benefiting from fresh air and sunshine, and proper habits and skills regarding play.

8. In the first grade habits and skills still predominate. The most frequently mentioned are: habits and skills regarding personal cleanliness, proper habits and skills concerning food, and proper habits relating to sleep. One unit of knowledge, pertaining to personal cleanliness, is equally prominent.

9. In the second grade the most frequently mentioned outcome is knowledge pertaining to personal cleanliness. This is followed closely by habits and skills concerning foods, sleep, personal cleanliness, fresh air and sunshine. Knowledge of needs for and value of foods, and knowledge when and how to eat foods are also prominent.

10. In the third grade four units of health knowledge and seven units of health habits and skills are outstanding. The knowledge units are those concerning foods and their proper use, personal cleanliness, and selection and care of clothing from the hygienic viewpoint. The health habits and skills relate to food, drinking water, sleep, posture, care of teeth, fresh air and sunshine, and play and rest.

11. In the fourth grade we find the location of the shift in emphasis away from habits and skills to knowledge. Two units of habits and skills and four units of health knowledge are outstanding. Habits and skills regarding personal cleanliness and food are still prominent. Here we find, however, that units of knowledge concerning need for and value of foods, how and when to eat, personal cleanliness, and physical exercise and games assume an equal place of apparent importance.

12. In the fifth grade a new emphasis regarding habits and skills is noticed. Habits and skills concerning food sink to a place of less importance. Personal cleanliness habits still rank high, but are pressed closely by posture, sleep, care of teeth, and fresh air and sunshine. A decided change is also noted in the knowledge field. Knowledge pertaining to human anatomy and knowledge relating to carriers of disease rank high. Also information concerning posture, foods, and poisons, stimulants, drugs, and intoxicants are prominent.

13. The outline of health education for the sixth grade indicates a marked decrease in comparative emphasis upon health habits and skills and a corresponding increase in amount and technicality of knowledge units and sub-units. The most frequently mentioned units here deal with information concerning contagious and infectious diseases, needs for and values of foods, human anatomy, carriers of disease, and first aid. For the first time the negative emphasis on contagious and infectious diseases is highest in prominence. The emphasis on foods is here quite technical, dealing with caloric values and vitamins in some courses of study.† The only habits and skills retaining a prominent position as indicated by frequency of mention are related to posture and personal cleanliness.

14. As judged by objective methods of checking frequencies of mention, attitudes do not compare in prominence to units of knowledge and habits and skills. The investigator feels that the objective data, here, do not represent a true picture as secured from a personal study of these courses of study. A few committees have ignored mentioning attitudes entirely, and others almost entirely. This fact causes the total frequencies for various grades to be far below the comparable totals for knowledge, and habits and skills. Furthermore, several of what seem to be the most nearly complete and best courses of study go into great detail regarding attitude outcomes in health education.

The subjective impression upon the investigator is that wholesome health attitudes are much more important as outcomes in modern courses of study than the objective method of checking frequencies indicates.

15. As a whole, there are marked similarities of judgment concerning the outcome units for which we should strive in health education. On the other hand, diversity of opinion concerning a majority of outcome units seems even more evident.

Criticisms Regarding the Courses of Study

1. A pronounced lack of uniformity as to content is evident. This would not be an adverse criticism if all differences are due to attempts to adapt the program to local situations. However, no such complimentary interpretation seems to be justified.

2. Dissimilarity of organization of health materials and methods is obvious. In most cases no evidence is seen of a consciousness of the possible desirability of stressing particular topics and activities in certain grades.

Detroit is one of the exceptions to this general situation. The Detroit course of study has a special topic for each half grade. In grade 4B it is "Growth Control." In 4A it is "Control of Illness." In 5B it is "Control of Physical Defects." In 5A it is "Safety Education." In 6B it is "Control of Physical Ability." In grade 6A the topic is "Control of Energy and Vitality."

New York City has a particularly clear and complete set of topics throughout the six elementary grades. The list follows:

New York City

Grade *Topic*

1A—Cleanliness,
1B—Cleanliness and Breathing,
2A—Food and Drink,
2B—Care of Digestion and Habits of Eating,
3A—Clothing and Skin,
3B—Muscles and Exercise,
4A—Fresh Air and Ventilation,
4B—Special Sense Organs and the Skin,
5A—Cleanliness and Food,
5B—Muscular Exercise and Posture,

† The author questions the wisdom of such a technical emphasis in the sixth grade.

6A—Digestion, Blood, Circulation,
6B—Lungs, Air Passages, Ventilation.

Milwaukee, Wisconsin, features specific topics for each grade in the field of safety education:

Milwaukee

Grade	*Topic*
1	Safety in the Home,
2	Safety in the School,
3	Safety on the Street,
4	Fire Prevention,
5	First Aid and Accidents,
6	Safety Movement.

The Virginia course of study outlines a plan of teaching health month by month.

The Indiana state course of study indicates partial organization, not complete, but evidencing a beginning toward a psychological presentation of health education to the child. The emphasis is very markedly upon formation of correct health habits and desirable attitudes in the first four grades. Health knowledge is stressed in grades five and six. Excerpts[1] from the Indiana state course of study indicate the policies in which their health committee members believe. "Health education in the first grade centers around school health habits, necessary inspection and weighing and measuring . . . worked out so that it will be closely connected with home experiences. The health program should develop those habits which will secure and maintain health, happiness, and efficiency to the greatest degree."

Health education according to their plan adds neatness and safety in the second grade. The third grade adds posture and foods. Health habits are especially stressed in the fourth grade. Reasons for forming correct health habits are emphasized in the fifth and sixth grades.

In general all courses of study tend to stress the same habits throughout the grades. These exceptions to evidence of lack of definite organization, just quoted, are hopeful signs of progress to be anticipated.

3. Occasionally indications of adaptation to local conditions are observed. The Maine state course of study, for example, instructs the teacher that she should warn the children against eating snow and drinking water from brooks and ponds.

In North Dakota, which is essentially a rural state, it is interesting to note that they appreciate the importance of the school lunch problem. Their state course of study provides:[2] "Whether a lunch is brought from home by a child or a hot lunch served at school, lunch menus should be prepared in advance for each day by some class. This plan allows corrective criticisms by the rest of the school and in surprising majority of cases, leads to a reconstruction of meal planning in the home."

In the large cities greatest emphasis is placed upon inspection for contagious disease indications, and upon safety education as a phase of the health education program. Thus the Chicago course of study states that:[3] "The first duty of the teacher at the beginning of the morning and afternoon sessions of the school program is to make a rapid survey of her pupils for any abnormal health symptoms."

4. Many courses of study specifically mention little concerning attitudes of the right sort to be developed, although interest in such outcomes is occasionally indicated by the content. The courses of study of Maine, Alpena (Michigan), Bethlehem (Pennsylvania), and Milwaukee (Wisconsin) failed entirely to mention health attitudes as far as noted.

5. The Chicago course of study seemed to be carefully organized and had many fine features. It seemed to emphasize the teacher's viewpoint, however, rather than the child's. This was evidenced in part by the little attention accorded to the development of health attitudes and the great emphasis placed upon health information and health habit activity.

6. In a few instances, lack of knowledge of recent thought and results of research was evidenced in courses of study.

In the Richmond, Virginia, course of study, for example, the teachers were instructed to require the pupils to take ten or more slow, deep breaths of fresh air every day. A peculiar and questionable provision in the New York City course of study is that lessons concerning the harmful results of using alcohol and tobacco are scheduled for daily presentation. Such frequent and continuous emphasis might result in boredom and rebellion on the part of pupils and have the opposite effect to that desired.

7. Several courses of study contain directions and suggestions to teachers of an administrative and health supervisory nature that seem to be very commendable.

New York City has a particularly clear and complete set of instruction to teachers concerning their administrative and supervisory duties in the health program. Tulsa, Oklahoma, in its health course of study challenges teachers to exemplify the health habits that they are trying to teach. The Tulsa teacher is also urged to familiarize herself with the best recent literature in the field of health education and to develop an atmosphere in the classroom especially favorable for the development of interest in and growth in desirable health habits and attitudes among the children.

8. Several courses of study emphasize the importance of adapting health education to individual interests and needs of children. For example, the Chicago course of study states:[4] "The sequence of the subjects presented should depend upon the needs of the class, not upon the order in which they are listed in the course."

9. Teachers and administrators who are especially interested in health education are undoubtedly interested in securing helpful suggestions that they might use in their elementary schools. Without meaning any reflection against the merits of other publications, it is suggested that this investigation would indicate that the courses of study of Baltimore, Beaumont, Chicago, Oakland, and St. Louis are very fruitful references. The Detroit course of study contains many valuble suggestions not usually found in such publications. The Los Angeles publication is confined to the kindergarten, and is excellent in that

[1] Indiana Department of Public Instruction, *Tentative Course of Study in Science and Health*, p. 11, Bulletin No. 107 E, 1931.
[2] *North Dakota State Course of Study in Hygiene and Physiology*, p. 30, 1922.
[3] Chicago, Ill., *Course of Study in Health Education*, p. 14, 1929.
[4] Chicago, Ill., *Course of Study in Health Education*, p. 15, 1927.

field. The Wood-Strang course of study is valuable chiefly because of the specific nature of the material.

Special Health Preparation for the Teacher

The general objective of this investigation is to discover what preparation general classroom teachers in the elementary schools below the seventh grade need in order to meet successfully their share of the responsibilities in the school health program. In the analysis of selected courses of study, heretofore discussed, the chief responsibilities for health supervision, teaching of health information, training in health habits and skills, and development of wholesome health have been ascertained and summarized.

The next step in this study is to suggest the desired special preparation in the health field that these teachers need in order to do the challenging work well.

In connection with this step in procedure it has been necessary to refer to some of the leading textbooks in the field of health education and related fields of science in order to estimate the kinds and amounts of training desirable for these teachers.

In the field of health education a number of textbooks and bulletins have been consulted.[5] The investigator's recommendations have been influenced to quite an extent by ideas and ideals emphasized in these sources. These recommendations are undoubtedly colored also by lectures in public health institutes and universities, especially by Dr. Williams of Teachers College, Columbia University, and Dr. Sundwall of the University of Michigan.

An investigation of content of textbooks in which the content has been considered in relation to the needs of teachers as shown by this analysis of courses of study has also had much to do with determining the recommendations.

References[6] have been consulted in both personal and community hygiene. Some of the leading textbooks[7] of university level in the field of anatomy have also been studied. Also in the field of physiology for university and college students two of the recognized textbooks[8] have contributed to these recommendations. The analysis of these courses of study brought out clearly the importance of physical play activities in contributing to the physical, mental, and social hygiene of the elementary school child. References[9] in the field of play in forms of games and rhythmics, as well as the broad field of physical education, have assisted the investigator in arriving at conclusions presented in the form of suggested courses for elementary school teachers.

In making recommendations for health training for teachers it is recognized that present common standards of preparation in this field are exceeded by a wide margin. In view of the fact that many states are requiring three years of institutional preparation for elementary teachers above the high school and the additional fact that many school systems are insisting upon graduation from an approved four-year teachers college or equivalent, it is felt justifiable to make recommendations that consume slightly less than one-eighth of a four-year curriculum. When we consider the importance of such preparation to the teacher in her own living, when we realize her responsibility to be an example of healthful living, and when we think of the cultural importance of this field of knowledge to any individual, these recommendations seem reasonable. When we consider the results of the analyses of these courses of study, these recommendations seem conservative.

For the teacher of children in grades from kindergarten to three inclusive, the following specialized education is recommended in addition to the usual academic and professional preparation of such teachers.

Special Training

Course	*Points*
Applied Physiology	2
Dancing, Theory and Practice	2
First Aid	1
Natural Program of Physical Education (Including folk and clog dancing, and natural gymnastics)	3
Nutrition and Health	2
Personal and General Hygiene	2
Total	12

Additional Special Training

Course	*Points*
Applied Anatomy	2
Home, School, and Community Hygiene	2
Total	4

For teachers in grades four to six inclusive the work includes greater emphasis upon technical knowledge of the human body and upon community problems in health. Therefore two additional courses are recommended.

In making the foregoing recommendations it is assumed that a specially prepared health supervisor will be avail-

(Continued on Page 60)

[5] American Child Health Association, *Principles and Practices in Health Education*, New York: American Child Health Association, 1931.

M. Ayres, J. F. Williams, and T. D. Wood, *Healthful Schools*, New York: Houghton Mifflin Co., 1918.

Joint Committee on Health Problems of the N.E.A. and A.M.A., *Health Education*. Prepared under the direction of Thomas D. Wood, Chairman, 525 West 120th St., New York City, 1930.

C. H. Keene, *The Physical Welfare of the School Child*, New York: Houghton Mifflin Co., 1930.

L. M. Terman and J. C. Almack, *The Hygiene of the School Child*, New York: Houghton Mifflin Co., 1929.

T. D. Wood and H. G. Rowell, *Health Supervision and Medical Inspection of Schools*, Philadelphia: W. B. Saunders Company, 1927.

[6] L. A. Averill, *Educational Hygiene*, New York: Houghton Mifflin Company, 1926.

Committee "C," The White House Conference, *Health Protection for the Pre-School Child*, New York: The Century Company, 1931.

Committee on Communicable Disease Control of the White House Conference, *Communicable Disease Control*, New York: The Century Company, 1931.

Florence L. Meredith, *Hygiene*, Philadelphia: P. Blakiston's Sons and Company, 1926.

White House Conference, *Addresses and Abstracts on Committee Reports*, New York: The Century Company, 1930.

Jesse Feiring Williams, *Personal Hygiene Applied*, Philadelphia: W. B. Saunders Company, 1931.

[7] J. F. Williams, *Textbook of Anatomy and Physiology*, Philadelphia: W. B. Saunders Company, 1930.

J. K. Young, *Handbook of Anatomy*, Philadelphia: F. A. Davis Company, 1929.

[8] R. Burton-Opitz, *Textbook of Physiology*, Philadelphia: W. B. Saunders Company, 1920.

H. N. Martin, *The Human Body*, New York: Henry Holt and Company, 1926.

[9] J. H. Bancroft, *Games*, New York: The Macmillan Company, 1925.

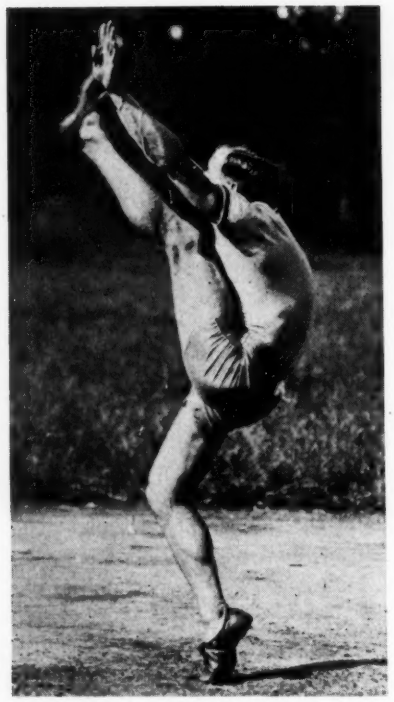
W. P. Bowen and E. D. Mitchell, *The Practice of Organized Play*, New York: A. S. Barnes and Company, 1923.

D. La Salle, *Rhythms and Dances for the Elementary Schools*, New York: A. S. Barnes and Company, 1926.

N. P. Neilson and M. Van Hagen, *Physical Education in Elementary Schools*, New York: A. S. Barnes and Company, 1930.

M. Rodgers, *A Handbook of Stunts*, New York: The Macmillan Company, 1928.

Jesse Feiring Williams, *Principles of Physical Education*, Philadelphia: W. B. Saunders Company, 1932.



Preparatory exercise for high jumping, at Joinville Military School

Organization of Physical Education in France

By

MONSIEUR CHRISTIAN LAZARD

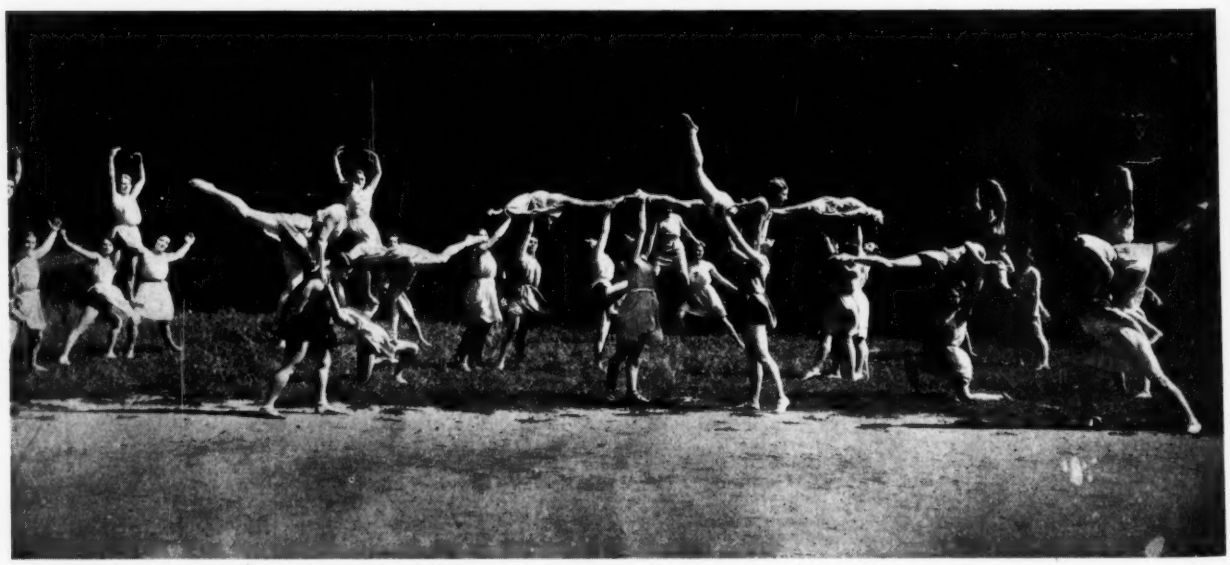
President of the Societe du Canton de Montfcrt-L'Amaury, Paris, France

THE remarkable development of physical education and sports in United States and other Anglo-Saxon countries has been largely responsible for the place held since fifteen years in French official circles by that most important problem of physical education, a hard problem indeed to tackle in an old Catholic country like France where for many centuries prevailed the belief that the human body was to be despised and neglected if the soul was to be saved. Modern evolution however has by and by modified even the views of the Church on that subject, and priests are now deliberately encouraging sports and athletics in their own private schools.

As far back as 1869, the practice of gymnastics had been made compulsory by the State in all training colleges for schoolmasters but in those days little interest was shown among intellectuals for the new law and the first attempt at scientific organization was really made only thirty years ago when the high school for physical education was created in 1903. Ever since—and particularly since the end of the World War—mighty efforts have been made to improve the methods of physical education in France, and although our reduced possibilities cannot compare with the huge amounts spent in the United States or even in Germany for the same purpose, nevertheless the law of July 23, 1928, has ordered large sums to be taken from the budget of national education in order to organize physical education on a rational basis in all state schools and colleges. The present organization may be most conveniently described by referring to the annexed diagram.

The centerpiece represents the offices of the State Secretary for Physical Education and his Chief Assistant, who are under the direct control of the Minister of National Education. They, in turn, are directly connected with six main branches, to say nothing of the private office whose only task is to distribute the mail and also to make the necessary confidential enquiries

Group of women teachers at Michelet College



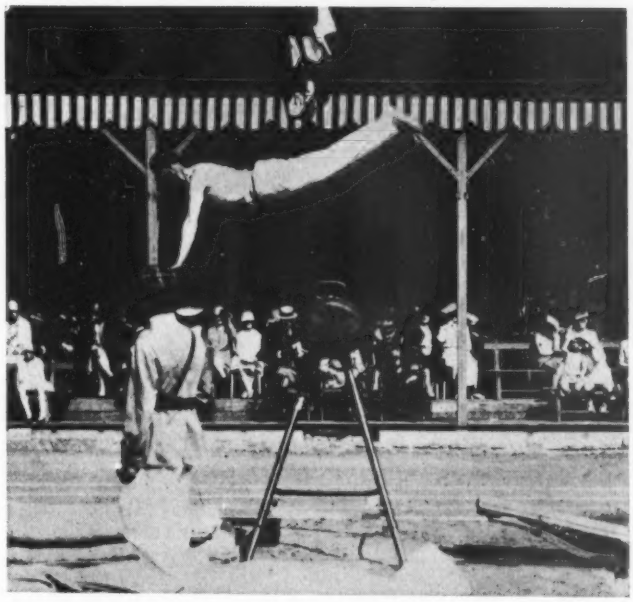
whenever the Cabinet receives an application from a postulant desiring to be made a Knight of the Legion of Honour for services rendered to physical education.

These six main branches are the following:

1. The Consulting Committee; 2. The General Supervisors; 3. The Technical Service; 4. The Commission for State Allocations; 5. The Civil Department; 6. The Military Department.

The Consulting Committee could be rightly called the Board of Physical Education. It is a body of about seventy men and women including delegates from other ministries, members of Parliament belonging to the "Sporting Groups," representatives of the Board of Health, the heads of Primary, Secondary, and Superior Boards of Education and of the Paris University, several specialized doctors, the President of the French Olympic Committee, the President of the Sporting Press, etc., etc., and also the two General Supervisors designated under No. 2.

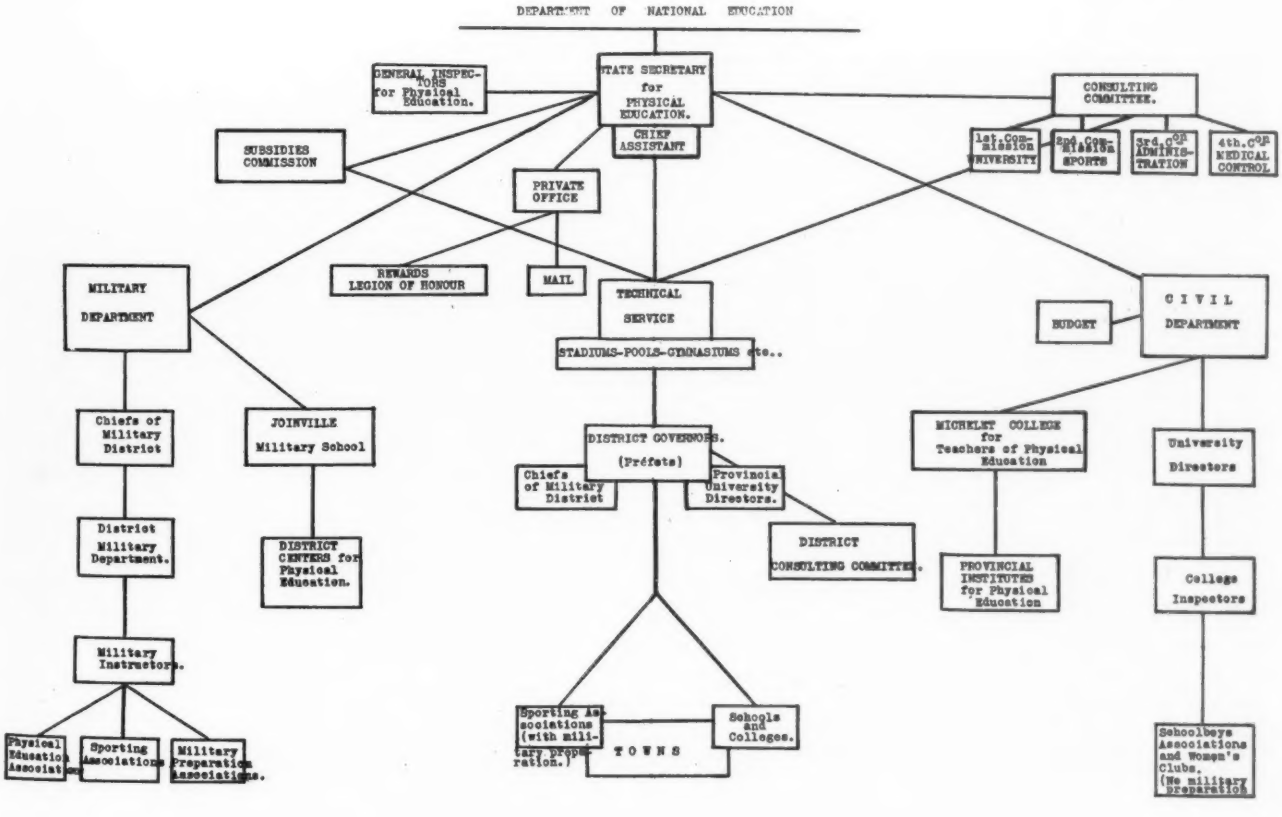
These two distinguished gentlemen, Messrs. Faubert and Coulon who have their offices on the same floor as the State Secretary's private office, are really the men who do the work because they are permanently on the job, and have been at it for many years. Each one in turn travels all over France and controls the work done in the provincial centers; their opinion is preponderant at the meetings of the Consulting Committee and the State Secretary practically never takes any decisive step without their approval. Working with them is the Secretary of the Consulting Committee (at present Captain Roux) who also keeps in touch with the State Subsidies Commission (No. 4) and the Technical Service (No. 3). The task of the Technical Service is to make a critical



A beautiful jump, at Joinville Military School

study of all the plans (stadiums, pools, gymnasiums, etc.) submitted by towns, schools, or clubs, and to hand them over, if and when approved, to the Subsidies Commission which distributes the available funds and makes up the final list for the signature of the State Secretary.

The whole system is working satisfactorily and it may be of interest to point out that in the year 1932, with a normal budget of only *12 million francs* (480,000 gold dollars) to which were added *30 million francs* (1,200,000 gold dollars) from the special budget for national



equipment, a total of *800 new recreation grounds* has been established on the French territory. Special allocations are granted to purchase sporting outfits for the smaller associations, and also to encourage and improve medical control in all sporting associations, each boy being provided with a personal record kept by the local doctor.—(See Annex which follows at end of article—"Model of a personal record.")

Apart from the above named offices, which constitute the inner structure of the system, the State Secretary is also in personal contact for all matters concerning physical education with the French University on one side (Civil Department on the diagram) and the Army on the other (Military Department).

The main object of the double connection is to form a corps of teachers perfectly trained, not only from the physical, but also from the moral and intellectual point of view. To this effect, the old and celebrated military training school of Joinville, which has developed in the past all the best known French athletes, has been entirely modernized, while the Paris University correspondingly established at the Michelet College a superior course for physical teachers.

A single look at the photos reproduced on these pages will show our readers what class of male and female athletes come out of these two schools. All the instructors formed at Joinville are placed at the disposal of the provincial military authorities who may send them either to regiments or physical education or sporting associations working under military control. About one hundred men come out of Joinville each year. The Michelet College, on the other hand, furnishes high class teachers for the Paris University. Outside of this superior school, every provincial university has now a special institute for physical education in which much attention is devoted to the medical training of the future teachers. They receive instruction in physiology, anatomy, hygiene, and pedagogy, part of their time being of course reserved for physical exercise. All teachers formed in these provincial institutes have to take a six-week course at the Michelet College before obtaining their diploma of certified teacher.

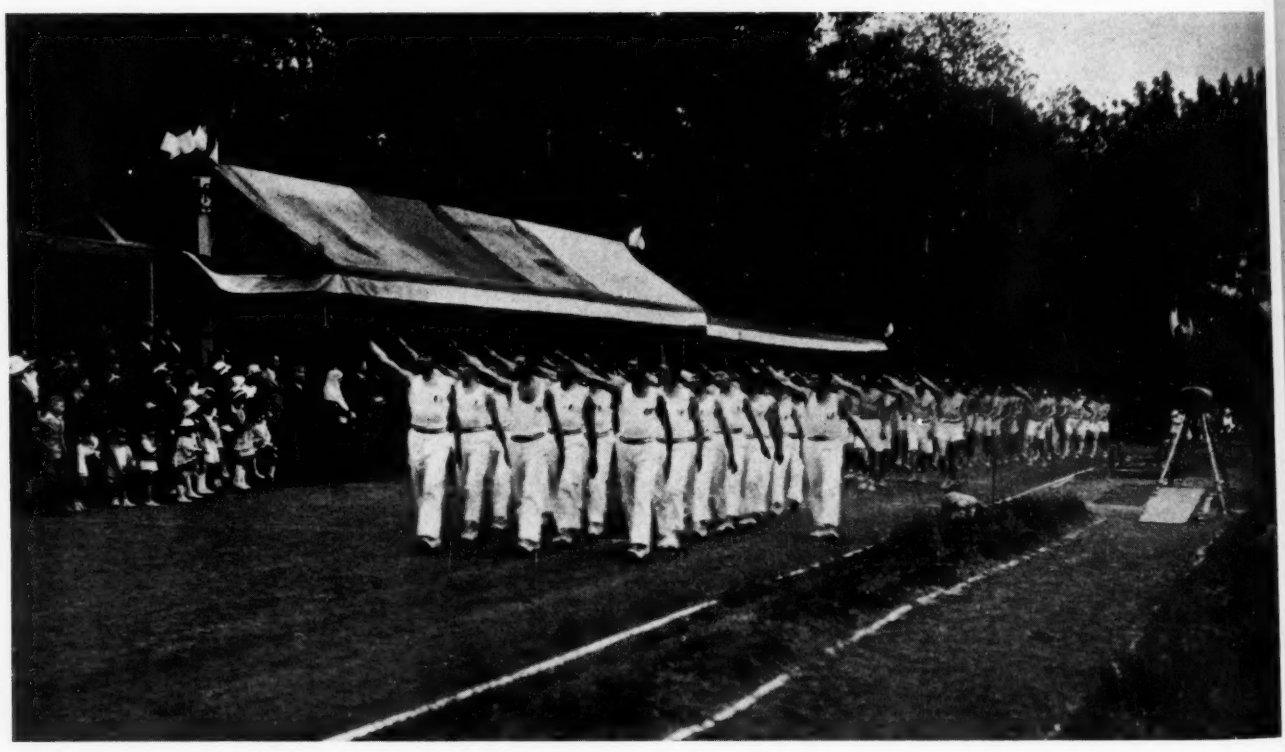
In recent years a special course of eight days at the Michelet College has been made compulsory for all school and college directors and inspectors. During these eight days they hear lectures on methods of physical education and watch the performances of the pupils. In this way the right principles of physical education are spread over the whole country and there is no doubt that in a few years a great improvement will be felt in our children's health and carriage.

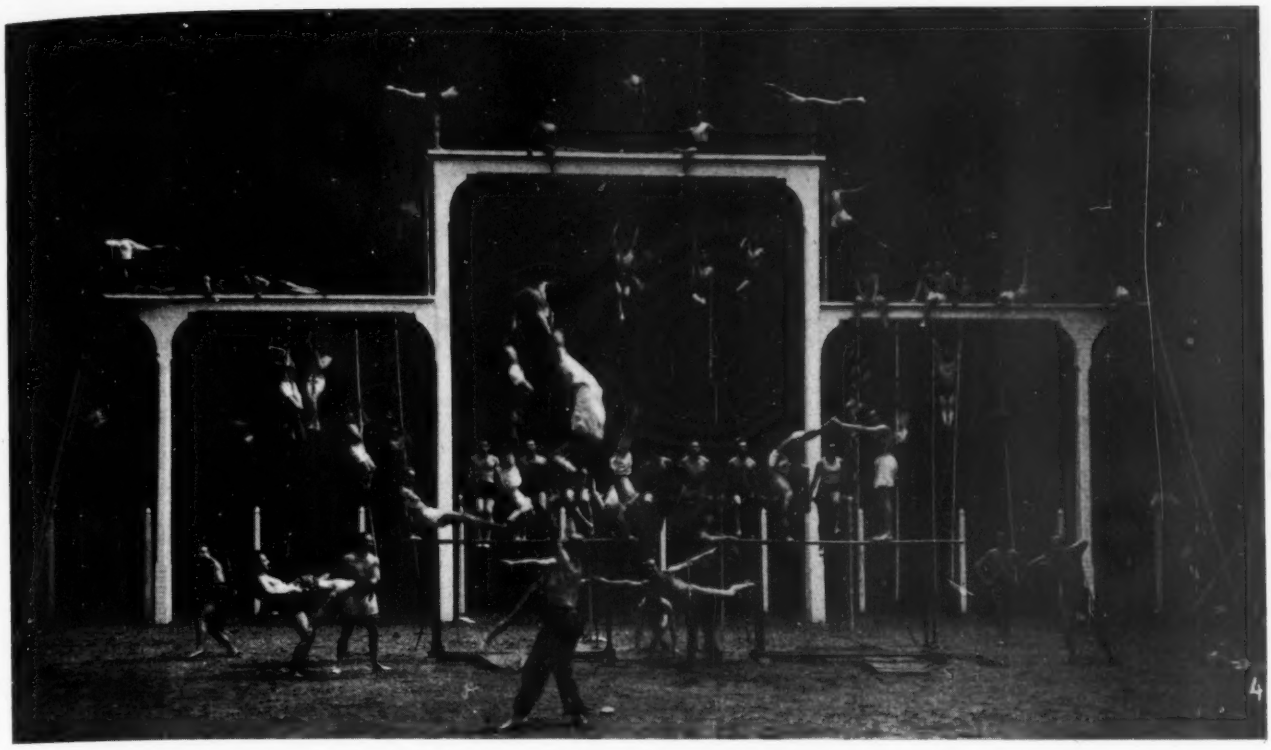
Already now in the most advanced provincial centers as well as in Paris great "Youth's Festivals" have been organized in which 6,000 to 10,000 school children take part and execute mass movements which make a very strong impression on the whole population.

Inspector General Faubert is more than ever convinced that the greatest efforts should be made in the primary schools where the great mass movements and all healthy games like volleyball, basketball, and deck tennis should be taught to the children by their masters.

It will be some time before this part of the program becomes effective because in most of the smaller French villages the schoolmaster still acts at the same time as secretary of the mayor and therefore outside of school hours he is working in the City Hall which is usually

A group of instructors (military) at Joinville Military School





A group of male teachers (civilian) at Michelet College

found located in the same building as the school itself.

This situation, however, is gradually disappearing as the work in the mayor's office is getting more and more complicated with all the new laws, regulations, and taxes constantly issued by the "busy bees" of Parliament, and in many instances a special man has to be hired as mayor's secretary.

In order to give the primary schoolmasters a better chance to become acquainted with the sound and modern methods of physical education the Secretary of State for Physical Education has quite recently (June 23, 1933) signed a decree opening a new training school intended to turn out a great number of physical education instructors who will be sent later on to all the colleges where primary schoolmasters are being trained. The pupils of that new school have to sign a ten-year contract to serve in public institutions. In consequence there is every reason to believe that the athletic development of French youth will be greatly improved in the next few years.

Already now the physical examination preceding the military service shows every year an increasing percentage of boys physically able to serve their time in the army. The main problem at the present moment is to make our boys understand that physical education is really more important to them than the practice of sports and that in any case, violent sports may only be indulged in after they have received a medically controlled physical education.

Like everything else in life this result can only be attained through constant and serious effort but the French Government fully understands the situation and is willing to make such an effort for the good of the country.

Physiological Record

The Physiological Record has space on the first page for name of association or club; license no.; name, Christian name; date and locality of birth; occupation; and member of the association since . . . .

TESTS	
Date of Examination	Spirometer
Height	Pulse:
Weight	seated, resting
Nasal permeability	after an effort
Measure of the breast	Duration of return to
Inspiration	calm after the effort
Expiration	Dynamometer test
Abdominal measure	Hand
Maximum	Loins
Minimum	

Page two of Physiological Record

MEDICAL CARD This card should remain in the hands of the Doctor	
Dates	
Mouth	Coat of the Stomach
Teeth	Ruptures
Tonsils	Lymphatics
Adenoids	Ganglions
Nasal permeability	Albumen
Hearing	
Eyesight	
Skeleton. Spinal Column	Hereditary Precedents
Heart	Personal Precedents
Lungs	
Blood Pressure	

Page three of Physiological Record

(Continued on Page 55)

How Has the Depression in Education Affected Physical Education?

By

JAMES EDWARD ROGERS

Director, National Physical Education Service, National Recreation Association

THIS summer a superintendent of schools made a statement that startled me and started me on an extensive and intensive field trip across the country to find out what the school depression had done to physical education. At the N.E.A. convention a group of educators were discussing the difference between real and false economies in education. The sentiment was against drastic economies, but at the same time there was a feeling that savings could be made and that the depression was a good thing to take inventory, to eliminate waste, to get down to bed rock.

A superintendent stated that he believed he was getting just as good a physical education program with fifteen physical education teachers as he had two years before, during the peak level of 1931, when he had twenty-five physical education teachers. This remark was a challenge that had to be met. It was a dangerous remark because it reflected a point of view that in the future would be critical to the restoration of physical education staffs. If educational administrators feel that they can get along with fifteen physical educators in place of twenty-five and that they are getting just as good a program—something is wrong. So on the spur of the moment, we met the challenge with the following questions:

1. Was the program today as rich and as all-rounded and balanced as the program of 1931 with the twenty-five teachers?

2. Was all the program being given or was it necessary, because of reduced staff, to cut out certain essential parts of the program, such as swimming and correctives?

3. Because of this drastic cut, was it not necessary to so increase (a) the size of classes and (b) the teacher load so much that physical education was not carrying on an individual program, but was forced back to the old mass type of training in our field?

4. With such a crippled staff was it possible to carry on a rich graded program based on individual needs and with educational outcomes? In fact was it not true that although fifteen were carrying on, the program was not as good as when there were twenty-five?

In brief, we will all be called upon, when there has been both a business and an educational recovery and both the business man and the educator are ready to get back to normality, to restore both the staff and program in physical education. In those places where there has been a greatly reduced staff and where supervision has been crippled, this will be a task because we will have to meet the following general statement both from members of the board of education, from superintendents and from principals, "Well we seem to get along with the present staff, why do we need to have fifty-four when we now get along very well with thirty-six"—as was recently stated by a member of a board of education. We will have to have a new set of arguments to prove the need for the complete restoration.

We are now ready and prepared to prove to school boards and educational administrators that (1) the program is not as good as before, (2) that great harm has been done, (3) that the groups are being neglected, (4) that essential services have been eliminated, and (5) that individual needs are not being served. In brief, with actual, practical, local facts at hand we must show that the program has been crippled and that in order to do a decent, up-to-date, 1934 job, we must have restoration in staff and supervision.

So in order to meet this challenge and to answer these pertinent questions, a field study was made by personal visits, during two months, in twelve states and in thirty-two communities of all sizes that carried me as far west as Denver, as far north as Duluth, and as far east as Portland, Maine. Schools were visited, conferences were held with superintendents, principals, directors, and with teachers. Two big questions were asked:

1. What effect is the present economic situation having upon school physical education programs?

2. What are physical education teachers doing to meet the present situations—to improve the program—to hold the line—and to be ready for recovery?

There was a two-page outline of facts regarding the following matters upon which we focused our study:

1. Organic Changes
2. Changes in Administration
3. Supervision
4. Time Allotment
5. Teacher Load
6. Staff
7. Program—Extra-Curricular Program
8. Attitude of Educators and Community
9. Methods to Overcome Any Harmful Changes
10. New Needs Because of Changes
11. Immediate Problems and Steps in a Planned Recovery Program

At the outset it can be said that the questions asked of the superintendents at the N.E.A. summer convention were true: wherever budgets and staffs have been drastically reduced, the program is not the same. To repeat, essential subject matter has been eliminated; services to different groups have been omitted.

SINCE 1920 we have been putting physical education into education. No subject has progressed more in the curriculum during the past twelve years than has physical education. In 1920 there were eleven states that had laws and four that had state directors. Today

thirty-six have laws and twenty have laws and state directors. The number of cities that have physical education facilities and staff has doubled. Approximately, in 1920, there were 10,000 physical education teachers; now there are 20,000. So for the past twelve years we have been putting physical education into places where there was no physical education before. One of the effects of the depression has been to flatten out this curve line and, during the past two years, few new places have opened up, although happily there have been some. Our job formerly was to get physical education into schools. Our arguments at that time were based upon the draft statistics and other facts showing that 33 per cent of our young manhood were unfit to get into uniform.

Now, however, we have a new problem: the problem of not only (a) establishing physical education in new places, but (b) of restoring physical education in the old places.

So today we have four problems:

1. The rapid growth in the establishment of physical education in new places which has flattened out must be continued later on.

2. Budgets and staffs in about 11 per cent of the places have been reduced in physical education and in some places rather drastically, and these must be restored to their former efficient basis.

3. In about 4 per cent of places physical education has been eliminated.

4. In many places central supervision, especially in the elementary schools, has been cut out.

WE WILL now discuss these four problems in detail:

1. *Growth.*—In spite of the fact that rapid growth has slowed down, it has been most encouraging to see physical education being established in new places. In New York State, in the smaller and rural sections where there were consolidated schools, it was a pleasure to see physical education directors being hired for the first time. It was a happy surprise to find new full-time physical education majors being employed for the first time in the smaller communities of fifteen to twenty thousand in Minnesota. In some cities that I visited, the staff had been slightly increased. So it is most heartening and satisfying to see that growth is still going on and that new teachers are being hired and new places are starting physical education for the first time.

2. *Reductions.*—We have not suffered drastic reductions although there are some pretty bad cuts in some places. The staffs in Rochester, Buffalo, Toledo, Detroit, Denver, Duluth, and other places are about as they were in the peak days. For instance, in 1931, Rochester, a city of 300,000, had 107 people. It now has 101. The other six either married, left, or were merged into the general educational set-up. The cold statistics above stating that 11 per cent of places have reduced physical education does not give the true picture because in many places, especially in the large cities, reduction in staff has been very small indeed. Many, many cities have in the past two or three years lost one or two people out of staffs of 10 and 30 and 40 and 50, yet they would be put down in a study as a city where the program had been reduced. Yet the reduction has not materially harmed the program. Still in some of the smaller cities where there has been a reduction, it has been necessary to cut out certain vital parts of the program, such as swimming, correctives, and extra-curricular programs.

Throughout this article I refrain from mentioning cities. On the other hand, I visited a city where the staff had been reduced from 54 to 24, and then fortunately 12 were kept on the job because they could also teach an academic subject. Most of these 12 are now back on full time. However, in this city 34 people are trying to do the work of 54 people. They are all carrying a heavy load of big classes and increased teacher load. In some instances they are teaching every period in the day, 40 periods a week, and some of the vital parts of the program have been omitted. So in the main, in the big cities there have been very slight reductions, but some drastic reductions have taken place in the cities under 50,000.

3. *Eliminations.*—On the whole, city directors of physical education have been kept whereas supervisors of other special subjects have been eliminated. It is remarkable how the departments or bureaus of physical education have been kept, although central office supervisory staff has been decreased especially among the supervisors of elementary education. But in many cities where the other directors or supervisors of music, art, drawing, penmanship, etc., were omitted from the central staff, the director of physical education was kept.

There are, unfortunately, instances where physical education has been completely eliminated along with the other special subjects—the so-called fads and frills. I must say here, as I will say elsewhere, however, that physical education has suffered only in proportion as education in general has suffered; that is, there have been drastic cuts in physical education only in those places where there has been drastic economic depression in the local community and where there have been drastic educational cuts. On the whole, physical education has not suffered any more than the general community or general education. Physical education has suffered most in those states in the Southland and Middlewest where, because of business conditions, education itself has been most hurt. Although it may be rather easy to get reduced staffs back on a normal basis, it will be difficult to put back programs where they have been entirely eliminated. We will have to present once again a forceful set of arguments and undertake a campaign to reestablish our programs in places where they have been completely omitted.

4. *Supervision.*—In regard to supervision, we have not suffered as much as other special subjects. However, the saddest fact is that supervision has been cut in the elementary field where it is needed most, because throughout the country in the elementary grades physical education is largely in the hands of the elementary teacher. Hence the need for effective supervision in this field. But, as we know, supervision as such has been under attack. The word supervision itself is not a good one.

(Continued on Page 57)

The Education of the Birth Injured

By

EARL R. CARLSON, M.D.

Director of the Department for the Re-education of the Birth Injured,
Neurological Institute of New York

HISTORY shows that through the ages as man learned to use tools, and his hands became the master of these, brain development took place simultaneously.* That age of history when men first used their hands in the manipulation of tools marked the first advancement in civilization. This too is true of individual growth. Brilliant mental capacities are useless when ideas fail to gain representation in muscular acts. Under prolongation of such conditions, a mental tension develops that prevents the individual from making contact with any intelligent happening in his immediate environment. This would find its physical correlate in the modern conceptions of muscle tonus. A nicely balanced state between agonistic and antagonistic muscle groups is essential to all normal kinesthetic activity.

Those of us who work with psychic problems are well aware of the fact that we see many patients who pass through the most painstaking physical examination without showing any physical abnormality whatever and yet who are completely out of touch with their social environment; so much so that life is a misery. If this is true of the physically normal how much more should it not be true of the physically handicapped? The cripple lives largely through the senses of sight and hearing and receives but little opportunity for muscular expression. His sensory perceptions come to exceed the ideas which gain motor representation to the extent that, not finding expression in constructive muscular activities, the excess energy accumulates behind the crippled machine and spills over into vicarious channels where it interferes with volitional acts. It is often a factor in refusal to compete, deceit, dishonesty, running away, etc. If the standard of demand exceeds the threshold of ability on the part of the cripple, an "easier" way of dealing with the situation is usually the result. A sound mind behind a crippled body will also become crippled unless adequate channels of expression can be found. We have just been told in a splendid lecture how these avenues of expression can be improved in cases of infantile spinal paralysis. In this paper I shall attempt to show how expression can be facilitated in cases of disturbances arising from birth injury.

WHEREAS flacidity and limitation of movement are the important signs of poliomyelitis, the characteristics of the birth injured are almost the direct opposite. The disturbances arising from intracranial birth injury are referred to as Little's disease, cerebral diplegia, athetosis, or spastic paralysis. They are really not a true paralysis in the ordinary sense of the word, as meaning loss of motion or sensation in a living part or member. Instead, there is an exaggerated motion, and often the musculature is surprisingly good, so good, in fact, that certain groups of muscles become stronger than the opposing ones, resulting in rigidity and various forms of contracture, such as the legs becoming crossed on each other on attempts to walk and producing a scissors gait. In reaching for an object the arm will wander aimlessly. The hand, in attempting to grasp an object, may remain fixed in that position and is relaxed with difficulty. In the early years the patient cannot support himself, and, even with support, the rigidity of the lower extremities prevents walking. As time passes, the patient may learn to walk after a fashion, and the gait is quite characteristic, the toes scrape along the floor, the heels are not brought down, and the spasm of the thigh muscles forces the individual to progress in a cross-legged fashion. There is sometimes difficulty in swallowing because of spasm of the pharyngeal and tongue muscles. Speech is difficult, and not infrequently profuse salivation with drooling tends to reflect against the normal mentality of the patient. The extreme overflow reaction accompanying attempted voluntary movement causes the patient to become very apprehensive and adds further to the excursions of his adventitious coordination. In the same individual the reactions to this overflow on some occasions may not be apparent, or may be limited to only one or two muscle groups, while at other times the entire body musculature is thrown into a chaos of writhing movements with such violence that one would think the entire store of volitional impulses within the central nervous system had been set loose.

Whereas a filtrable virus is responsible for poliomyelitis there are many diseases that simulate the clinical picture arising from birth injury. While difficult labor with resulting hemorrhage may be the chief etiologic factor in many cases, it is not the universal or whole cause. Lack of development, inflammatory process, and the progressive degenerative diseases of various types contribute to the group. Since the essential factor to be determined is whether the disease is progressive and whether any mentality is present, it is essential before prescribing training to differentiate the fixed non-progressive types of injury from the progressive. Evidence that the disease is progressive places the case beyond the reach of effective training; a profound degree of mental defect excludes the case because there is no undamaged residue with which to work. In the presence of a cerebral neoplasm it is obvious that much harm might be done through a long period of muscle training, because the successful removal of the same depends upon its early

*Address given before the Convention of the American Physical Education Association, Therapeutic Section, Louisville, Kentucky, April, 1933.

recognition, whereas prolongation of muscle training would only tend to obscure its early manifestation. Conditions similar to those described in the above also occur as sequela of encephalitis following infections, such as measles, mumps, chicken-pox, scarlet fever, whooping cough, and septic sore throat. Muscle re-education holds very little in store for such cases unless the inflammatory process is arrested. The progressive degenerative diseases are likewise not ameliorative to muscle training. When the disturbance is due to a birth injury we are fairly certain that we are dealing with a non-progressive type of lesion. A history of constant screaming or of aphonia, of refusal to suck, of rigidity, of convulsions, of asphyxia, of facial or oculomotor paresis, or twitchings, immediately following birth, have even a more definite significance in establishing a diagnosis of birth injury than prematurity or instrumental delivery.

SINCE injuries high in the cord are likely to cause damage to the phrenic nuclei, while subtentorial tears will probably cause death by pressure on the medulla, the birth injuries have roughly been divided into two groups, those coming below and those coming above the fatal region, namely, cord and intracranial injuries. The latter give rise to many and varied conditions, ranging from purely motor defects, with little or no mental retardation, to the more serious and pathetic cases seen among the idiotic and epileptic. A diffuse injury to the cortical cells may produce idiocy without apparent motor disturbance. When the lesion is subcortical and limited to the basal ganglia region varying degrees of disturbance of associated movements, particularly athetosis, will result. Should the internal capsules also be involved spasticity will be added to the picture. When the lesion is in the cerebellum or its connections, an ataxic condition results.

Since a birth injury is generally a diffuse type of lesion we seldom find a pure type of disturbance such as we find in the case of a tumor, but rather combinations of athetosis with recurrent spasticity or a strio-cerebeller type of disorder. Most autopsy findings on birth injured brains show cortical as well as striatal damage and, therefore, we must not be too prone to place the damage in the basal ganglia merely because athetosis is present. We know that cortical damage can release basal ganglia mechanisms. Fear or anxiety, even in the normal, under conditions of stress, as in the cases of sprinters or pole vaulters going over the bar, releases these primitive mechanisms to the extent that grimacing and even writhing movements much the same as seen in patients with actual lesions of the basal ganglia occur.

We must not forget that the normal child is essentially a motor being, much more so than the adult. Emotional states are expressed by various bodily activities. When certain things or persons are mentioned the child responds by turning the eyes in the direction of the objects mentioned. When the child is taught to stretch out its hand upon uttering the words, "give me your hand," it learns to associate action with words. In this manner the motion patterns are gradually acquired. The birth injured child is also a motor being but differing from the normal in that the movements are less purposeful and the mass actions are more pronounced. The birth injured child instead of responding by stretching out only its hand in response to the words, "give me your hand," as the normal child did, is likely to respond with all four extremities at the same time. Since every movement and posture, no matter how common or simple it may be, is recalled by the sequence of sensations it provides through the network of sensory nerves which end in muscles, joints, and tendons as well as in the more specialized organs of posture, it stands to reason that just as the response of the normal child to the words, "give me your hand," initiated a motion concept involving only the muscles necessary for the act, the response of the birth injured produced a motion pattern that called into play many more muscles than were necessary for the act of stretching out the hand.

BEGINNING, then, on the premises that single mental units called sensations are aroused in the new born in a simple manner by stimulation, and that from them every other experience is derived by a process of association, we can readily understand why the problem of the birth injured, whose threshold of stimulation is much lower than that of the average, is not merely a matter of muscle training, but is rather one of careful guidance and education that will adequately condition or recondition the highly irritable nervous tissue so that the individual may react to his environment most favorably. Two children suffering from identically the same injury at birth would probably show different clinical manifestations later in life. The type of syndrome would probably remain the same but the degree of disturbance would likely vary according to the differences of environments to which each patient had been subjected. If one patient had been gradually adjusted under the most favorable conditions for inhibiting massive muscular movements and had set up a routine of practice to cope with these conditions, and the conditions had gradually been made less favorable, finally approaching conditions under which he was formerly unable to inhibit his massive muscular reactions, we would expect his equanimity to far excel the one who, let us say, was not carefully conditioned to his surroundings, but instead was suddenly exposed to adverse conditions without consideration of his ability to inhibit the massive muscular movements.

When one considers that intelligence can gain expression only through some sort of motor response, and that a birth injury may preclude the ability to make this response, and yet not involve the cortical centers themselves, it does not seem surprising that many people suffering from birth injury have been classed as idiots and have therefore been neglected. In the majority of birth injuries their backwardness can be accounted for by the lack in that process of auto-education which proceeds by grasp and touch in every child. When the hand is stiff or difficult to control, an appreciable delay in development of the child results. Just as that age of history in which man first used his hands in the manipulation of tools marked the first advancement in brain development, so the birth injured must recapitulate the story of the race and gain control over the same wonderful instrument.

We have already stressed how the volitional acts of the physically normal individual become distorted under a prolongation of failure of his sensory perceptions to gain motor representation. The problem child, though physically normal, is often one who misbehaves because he has not been conditioned to put his energy into constructive channels but lets it fly off promiscuously. Such a child is helped, not by making an issue of his avalanche reactions, but rather by substituting a suitable means of activity for the energy whose tendency is to go into vicarious pursuits. We make use of the hand in caring for this energy, by introducing toys, tools, or games which require skill. With the birth injured the problem is likewise to substitute something constructive for the energy which interferes with his volitional acts. While the problem is the same as with the normal, the means for solution are less remote. In the normal we have the hand already able to grasp what we put in it. The hand of the birth injured wanders aimlessly in attempts to grasp for an object. He has the machinery but cannot deliver. His inability to gain motor expression therefore sets up a vicious circle by piling up more stimuli on the already overcrowded sensory side of the reflex arc which, not finding proper expression, seeks other means of outlet. This in turn makes the already incoordinated muscular movements all the more adventitious.

The possibilities of helping the patient in bringing about a more useful coordination can be overestimated as well as underestimated. Whether the individual will be able to acquire the conventional modalities of expression will depend upon various factors, such as degree of impairment, the amount of cortical damage, whether the injury is fixed or progressive, training, heredity, etc. The point to be kept in mind is that these patients have never learned to perform an act with that ease and poise with which the normal individual acquires his habitual ways of adjustment. The primary aim in the education of these patients is to develop a nicely balanced state between agonistic and antagonistic muscle groups, or, in other words, to teach them relaxation. Relaxation is the end; training and exercise in the proper physiological use of the muscles are the means. The emphasis is not so much on certain stereotyped exercises as it is on teaching the patient to do things without becoming tense and overexcited. Of course, this does not imply that training of the proper physiological use of the muscles is unimportant. It only means that the patient is then able to attain the successful and efficient use of his muscles when he is able to relax, and not before.

TWO important points seem to be worthy of particular emphasis. First, the excessive overflow of nerve energy causes the patient to acquire certain peculiar, unconventional ways of behavior. These unconventional modes of behavior, in turn, result in a sort of estrangement between himself and his social environment. Strangers, as well as his own comrades, do not quite know how to classify him. Muscular contortion, such as grimaces and drooling, causes a certain uncomfortable attitude in his associates as well as in strangers. Quite frequently he may be classified as feebleminded, when in reality it is quite the reverse which is true. Oftentimes, we find these patients possessing a mentality far above the average. Naturally, this being the case, the patient is liable to be very apprehensive, and tends to build up an emotional conflict which aggravates his condition. This sets up a vicious circle, both on the part of the patient and his comrades. In trying to assist him in the performance of an act, they tend to aggravate his condition by making him more self-conscious, which, in turn, tends to defeat the very effort he makes to adjust himself. The patient's inability to gain voluntary control over those erratic movements which frustrate every effort on his part adds so many more stimuli to the already overcrowded sensory side of the reflex arc, so that, not finding expression, his bodily reactions end in a whirl of confusion. He has a large store of energy behind a neuromuscular system which is incapable of directing that energy to its destined function until the correct motion formulas, which serve as a guide to subsequent movements, become established. Often before these patterns become sufficiently fixed, the merest apprehension or thought, especially when being observed by others, may set the whole bodily musculature in a spasm. The fact that little or no difficulty is experienced when working alone suggests that, although the new pattern exists, the wrong motion formula so overshadows it that this old picture dominates the situation the instant that fear and anxiety come into play.

Much the same situation exists in the normal. Fight or flight played a great part in primitive man. Biologically old mechanisms often gain sway and momentarily obscure recent acquisitions. Similarly fear and anxiety obliterate the more recently acquired correct motion concepts of the birth injured. It is only through repeated trials and a determination to surmount the shortcomings that the new patterns become sufficiently established to hold in abeyance the recollection of futile attempts. His greater assurance and confidence will make him more oblivious of his condition and less apprehensive of his shortcomings, all of which tend to minimize the sensorial input with a consequent increase in equanimity.

The problem, then, is to find adequate channels of expression for the excessive energy which interferes with the birth injured's activities. If he is old enough, he should be made not only to understand the situation with which he is confronted, but also to appreciate the meaning of his actions. Merely a set of exercises for the patient is of no avail unless something is carried over from the exercises which will enable him to use his energy in the pursuit of constructive activities.

While behavior is a dynamic possession to all individuals, it is specific in so far as each individual reacts differently to each other individual and, therefore, we should not expect one birth injury to react in the same manner as another, or believe that any one set of exercises will suffice for any two cases. Each case is an individual problem and must be thoroughly studied before prescribing any form of training. If the previous training has brought about wrong motion concepts, a process of reconditioning must be inaugurated, after first analyzing the

(Continued on Page 56)

Winter Sports to the Fore

By

HARRIETTE AULL

Smith College, Northampton, Massachusetts; Chairman, Subcommittee on Outing Club and Winter Activities of Women's Athletic Section of the American Physical Education Association

"A universe of sky and snow!"

INTEREST in winter sports has been increasing steadily every year. Although the records for the National A Class Ski Jumping Championships date from as far back as 1904, it was not until 1924 that the Winter Games were included in the Olympic Games, when they were held in Chamonix, France. Whether this was the cause of the tremendous growth of enthusiasm for winter sports within the last ten years, or only incidental, cannot be said. The fact remains, nevertheless, that this past decade has seen Old King Winter rapidly coming into his own as the season in which to enjoy exhilarating sport out-of-doors.

To prove this statement, one has only to witness the yearly increase in the number of community outing clubs, even in the smallest towns. These towns are providing skating rinks, ski jumps, and other such facilities for their citizens. There are more ski jump tournaments and cross-country ski races sponsored each year. Winter resorts where expert instruction may be obtained are springing up wherever climatic conditions are favorable. The Annual Winter Carnival at Dartmouth College is awaited with the greatest expectation among eastern college circles. Miles of new ski trails are being opened by the Civilian Conservation Corps. Better literature is now available, giving attention to accurate analyses of technique.

Even more significant than any of these facts, is the popularity of the Boston "snow train." Although the snow train is a comparatively recent institution, it is already well established and furnishes recreation to great numbers who are wise enough to take advantage of the opportunity. Leaving Boston every Sunday when snow conditions are good, and returning the same evening, students and business people alike may enjoy all kinds of winter sports in the hills of some small village in New England. Everything possible is done to insure these excursionists a good day. The train provides a baggage car for bulky equipment, at no extra expense to the passenger. A diner supplies meals at reasonable rates. The train is parked in a convenient place and kept heated all day for any who become cold or tired. The villagers furnish transportation to the hills, and, in short, throw open the whole town to their visitors. The more proficient skiers of the Appalachian Mountain Club give instruction to any desiring it. In the words of a Boston business man: "There's nothing like it in North America—perfectly amazing to think that sixteen hundred people will gather here in North Station at 8 o'clock on a Sunday morning, the day when business people used to sleep. But, you just can't afford not to go. The round trip is only one-third the regular price, and if I were home I'd be working around the house all day. This

Brook Cabin in winter, a Smith Outing Club cabin.

A mountain top where members of the Yale Outing Club were taken while week-end guests of Smith Outing Club.

sends me back to the office full of pep on Monday morning."

Most of these enthusiasts are not people who care to become ski jump champions. They enjoy the scenery along with their chosen sport. If they are skiers, they are interested more in cross-country ski-running. They wish to become skillful enough to be safe on any standard ski trail; to be able to take whatever presents itself, whether it is a stiff climb up a hill, a swift descent, a sudden turn, or a series of bumps on the trail.

It is a very optimistic sign that with the increased popularity of winter sports has come an improvement in the output of apparel and equipment. It is now possible to purchase warm, comfortable, and attractive costumes of material to which snow will not cling. People realize that they must have the proper equipment and they have a better knowledge of what is practical. Skiers are no longer satisfied to ski down a hill on skis provided only with toe straps; to fall down and have one or both skis shoot on ahead; or upon arriving at the bottom still on skis, to kick them off and carry them uphill, only to repeat the performance. They know that if they are to progress in this sport, they must have good skis, a pair of poles, and proper bindings.

It is hoped that with the present increase in leisure time, opportunity will be afforded those vast numbers of workers to enjoy wholesome winter activities in every community where it is possible.

"This is all very well," some of you readers are saying, "but what can be done if we have no snow?" If you have no snow at all, it is, of course, lamentable. If you have a little snow sometimes, you are only in the same predicament that a great part of New England has been in for the last several winters. Snow is constantly expected, finally arrives, and is gone tomorrow. The skating situation is not much better.

The only thing to do is make the most of what snow there is. Skiing is possible on almost any kind of snow. If the ground is just barely covered, a golf course may be used. The grass may stick up through the snow, but at least there is no stubble and the ground is smooth. With proper waxing, skis may be successfully managed on very heavy sticky snow. It means, however, that the winter sports devotee must be all ready with his equipment, and when favorable weather conditions arrive, make immediate use of them. These conditions may not last, and he does not know how soon there will be another opportunity.

For the sake of showing what possibilities there are, under somewhat adverse weather conditions, a description of the winter sports program of the Department of Hygiene and Physical Education and the Outing Club of Smith College, Northampton, Massachusetts, follows.

During the winter term, which runs from December first until spring vacation, any student who has the proper health rating, may elect what is called "outdoor activities" as her physical education requirement. These classes meet twice a week for an hour-and-a-half period each time. The activity engaged in depends upon the weather, but the understanding is, that whenever possible, there will be skiing. If there is no snow, but ice, there is skating. Any student who happens to prefer coasting or snowshoeing to skiing, may coast or snowshoe while the others are skiing. When no winter sports are possible, the classes hike, either in the immediate outskirts of Northampton, or up some mountain in the surrounding country, to which they are transported.

It must be admitted that the majority of the class hours are spent in hiking. The amount of winter sports, however, is regarded worth while enough to continue offering the course. It is also true that considerable equipment is necessary in view of the usage given it. If, however, a student procures the essentials her freshman year, she will more than have received their full value by the end of her four years, if she has utilized them to the utmost. Most college girls own ski suits to start with, and almost everybody has skates. The biggest item is the

Preparing to leave after a week-end at Brook Cabin in winter.

skis, together with the poles and bindings. Some solve the problem by owning skis in partnership with a student not enrolled in the same outing activities class, and using adjustable bindings. Then, too, there are complete sets of ski equipment owned by the Athletic Association. These are available for some, but there are not enough to take care of a whole class.

It is hoped that in any one winter season, each student will have become interested and encouraged enough to continue her efforts throughout her college course, either in taking outing activities again, or in participating in the various activities that the Outing Club offers along this line.

The winter sports program that is sponsored by the Outing Club is planned and carried on by the head of the winter sports committee and her assistants.

First of all, this group appropriates unclaimed skis which are sometimes left in dormitory storerooms by seniors of the previous year. With money furnished by the Athletic Association, these skis are equipped with bindings and put into condition to be used by any member of the Athletic Association.

Information regarding prices and places where good equipment and costumes may be bought is kept posted all winter. Any newspaper or magazine articles of interest are likewise posted. Ski movies have also been shown several times.

Anyone wishing instruction in skiing may have it on any snowy Wednesday or Saturday afternoon. This is given by a member of the Physical Education Department and students who have skiing ability and who are willing to volunteer their services. On Wednesday, the group skis somewhere nearby, probably on campus, and the technique given is mainly for beginners. The Saturday afternoon group is likely to be more advanced. They are taken to one of the several neighboring mountains that have carriage roads all the way to the top. These make very good ski runs.

The Outing Club has other very ambitious plans which could not materialize last year because of lack of snow at the right time. The same attempts will be made again this winter. One plan is to have a certain nationally known ski expert come and give a demonstration and sample lesson. Another dream that must come true this year is that of having a snow train. This would start from Springfield, pick up the college students in the Connecticut valley, and take them for a Sunday of sport in New Hampshire. The experience has been that even New Hampshire cannot always be relied upon to furnish snow. Last year's scheme of having a group go to a winter resort for a few days after the examination period will be tried again. This was a success last year in every way but the size of the group. The financial depression was responsible for this.

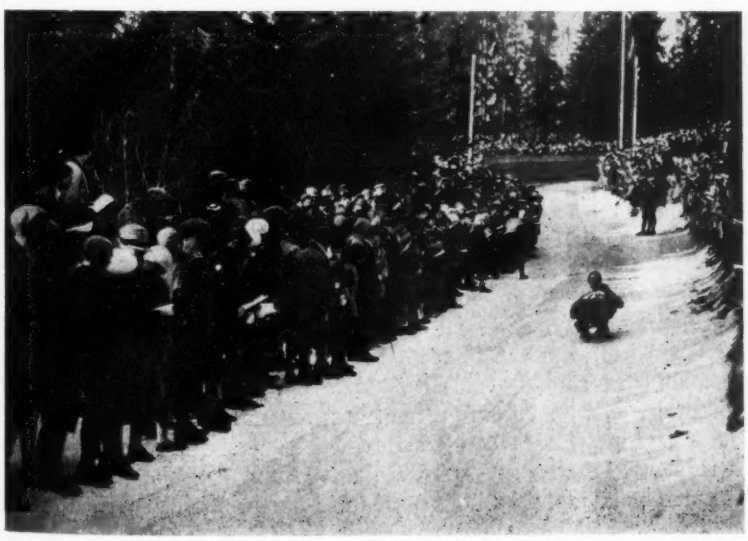
The Intercollegiate Outing Club Association, realizing the difficulty that many colleges have in obtaining adequate ski instruction, have scheduled a week-end in February, at which time delegates from college outing clubs may meet in New Hampshire to have ski lessons. The purpose is to acquire more knowledge to take back to the students on the home campus.

The regular week-end trips to the two Smith College Outing Club cabins of course afford further opportunity for winter sports.

(Continued on Page 56)

Norwegian ski costume which is gaining popularity in this country.

Coasting on a "corkscrew" hill. An exciting winter sport.



A Physician Considers the Problem of the Teacher's Health

By

LeROY A. WILKES, M.D.

Director, Division of Medical Service, American Child Health Association, New York City

A YOUNG clerk arriving late at the office was met by his employer who pointed to the clock. The young man who had previously carefully rehearsed his part, pulled out his watch and exclaimed, "I shall never have faith in that watch again." Whereupon his boss said with much emphasis, "Young man, what you need in that watch is not faith but works."

The National Education Association has announced its faith in "Health as the first objective in education." This objective will be reached, not by faith alone but by works. We must teach health largely through the teacher's example. If you teachers believe in health you will strive to be always at your peak so that you may accomplish most, act wisely, and feel the best. A famous man once said to a person whose personal appearance and actions belied his words, "What you *are* speaks so loudly I cannot hear what you say." Teachers must harmonize their living with their teaching in health.

Health must be considered in its broadest aspects because all aspects are inseparably interwoven and interrelated. It is pertinent now to ask of the teacher, "Do you really want to be healthy?" And then ask further, "Why?" Let me suggest some reasons why a teacher should want to keep fit at all times—mentally and physically.

The young woman or man who enters the educational profession is about to face a hard and eternally trying task. The constant alertness which is required of the successful teacher permits of no unfitness. To sustain this alertness is a prime essential. It is the trait common to all those whom we say have "personality" and without "personality" the teacher, otherwise adequately prepared, will never rise above mediocrity. Alertness is the criterion of a person's physical and mental fitness. It suggests health, imagination, and good emotional control. Such a person appeals to a superintendent of schools who recognizes that academic qualifications alone are not enough for a good teacher.

There are, of course, other aspects of physical fitness in which a prospective teacher should also qualify. Good hearing, vision, and speech are essential. The nervous system should be sound and the bodily functions should be such as will guarantee regularity in attendance and sustained endurance under the daily strain. Health is not usually sought by young people as an end in itself. It is as an essential to other aims, that we shall discuss having greater appeal. Health as an aim in itself appeals chiefly to invalids seeking to regain it. Since to most of us health is a birthday gift, our chief efforts should be directed to its conservation through observing the simple rules by which health is retained and improved. The natural trend is ever toward health—this fact is in itself an asset. We remain healthy in proportion to our ability to avoid or overcome the hazards which interfere with this natural tendency. The teacher too often neglects her own health. She needs adequate rest and diversion in a form that will offset her sedentary and taxing occupation. She can most completely relax mentally when physically fatigued. This condition comes best from agreeable sustained activity, preferably taken outdoors. But fatigue should never be carried to the stage of exhaustion.

The teacher often feels too dignified to indulge her perfectly natural desire for physical activity as an outlet for her emotions. She should swim, hunt, fish, ride horseback, dance, and hike. The teacher believes that concerts, lectures, and other less active diversions are more in keeping with her position even though the more active sports are to the younger teacher far more appealing. I have heard it said by some that men teachers are superior to women. On this subject I am not qualified to express an opinion. But to a physician there seem to be certain advantages enjoyed by men more frequently than by women teachers. Among these are family life in his own home. Some boards of education I understand do not encourage their women teachers to marry and found homes of their own. This is, I believe, short-sighted for one learns much from one's own home and children. To school administrators this preference for married teachers with home responsibilities may seem less advantageous than it would appear to the physician.

Men teachers are also inclined to take an active part in the routine affairs of the community and have friends in all economic and intellectual levels. Through informal discussions about problems of various sorts, one is apt to find out many hidden difficulties to be overcome in the practical application of the most scientifically sound philosophy. Tolerance is a good form of mental hygiene for all of us. All knowledge is not obtained from books and we should profit from the experience of others. Experience "mellows" a man or woman and tends to sharpen his or her focus on essentials. One can conserve much of the energy—physical and mental—spent on non-essential activities and spend this more profitably on more play —which for teachers especially *is* an essential when used

in properly graduated doses. The teacher's schedule too often does not provide for play for himself and I would suggest that in this respect teachers practice what they preach.

In Austria one marvels at the teachers one sees hiking in the mountains with their classes, teaching informally but with effective correlations, geography, history, folk lore, patriotism, and healthy living. In America we rely too much on books and maps and chalk. Beautiful and well equipped buildings are fine, but *the teacher is the school,* and I much prefer that she be beautiful and well equipped. Beauty is found not alone in face and form, but is equally appealing through voice and motion. Health underlies at least in part all these forms of beauty.

Life is complicated nowadays, and education is without limit in its possibilities. One can but begin his education in the school and learn there are a few of the essentials. Health is as essential to the teacher as to the scholar. Shall we sacrifice this prime essential through undue stress and strain upon the teacher and the scholar for the acquisition of book knowledge, and thereby defeat our "first objective in education?"

This is the age of prevention—we have not made very much progress in some lines, but then there is a big difference between prevention and prohibition. In the medical field effective ways and means have been discovered to prevent diphtheria and smallpox in the great majority of children whose parents will seek the aid of the physician. Some day we shall learn more about the "common cold," which causes more absence from school and industry than any other cause. The overheated classroom is a fertile source of colds. Colds are communicable and are contracted from one's closest friends and are then passed along to others. Until a better preventive measure is found the teacher or pupil should isolate himself early, in bed, where he will not infect others and will himself most quickly and completely recover. School attendance may be overstressed and defeat its purpose, when "colds" are not excluded early and parents are not encouraged to keep their children at home and in bed when they have a fresh cold. "Give and take" is not always advisable. It can be overdone with "colds."

All qualities of life exist in some quantity. So with health. The teacher is never just healthy—he is in the best of health, or in good, fair, or poor health, according to his individual capacity, and his effort. Other qualities which contribute to getting the most out of life also exist in degree, viz.: endurance, perseverance, self-control, and courage.

Have you ever heard it said that "a doctor is a doctor —and they are all alike?"

I insist out of my own experience that teachers differ in ability and accomplishment, and that some are vastly more effective. I am not prepared to say that health is the sole determining factor, but it no doubt plays an important part in the majority of cases. Teachers should be assayed more completely as to their qualifications *for* the job long before they are actually placed *on* the job. Normal schools are looking more and more to the physical qualifications of their candidates for admission, for they know that every development process must be planned to work best on the peculiar raw product for which it is designed.

If the educational process is to be most effective we must know more about the capacities and limitations of the raw products upon which we begin to produce efficient teachers, and we must study the results of our efforts at various levels as we proceed. Periodic health examinations are now offered by the medical profession. Teachers should have themselves assayed annually, and after becoming convinced themselves of the value of health conservation should so advise the pupils and their parents. The teacher should set the example for her pupils. The school might provide at least one opportunity for this examination, but if education is effective both pupils and teachers upon their own initiative should seek such services outside the school. Education in health includes among other things the training of pupils in the proper use of the various community facilities, and in their proper selection. Education in health must reflect the teacher's attitude toward health conservation. It must show her knowledge of authentic current information as to health promoting habits and skills. Her own example will be a measure of her conviction and her enthusiasm. The teacher will find many persons available in the community to help her to obtain authoritative current information on health facts, aims, procedures, and accomplishments.

The history of the development of public health services is fascinating. The heroes who gave their lives in the great work of saving life by preventing disease will serve to stimulate the teacher in her health practice and teaching. Many of these heroes tried out their discoveries upon themselves, such was their faith in their work. Here is a noble example for every teacher. Your community health officer is charged with the protection of the health of the citizens. He can help you to understand his organization and how it protects your health. He will be glad to explain its work to your pupils. The water you drink and the milk and food you buy are safeguarded by these co-workers. The spread of communicable diseases is attacked by these men to protect you and your pupils. All environmental threats to your health are combated for you. Your family physician looks after your individual practices, defects, and diseases, and advises you from time to time according to your needs.

The board of education should be interested in studies upon the health of the teachers in their employ, periodically from the time they are first engaged for the position. Teacher salaries represent a large part of the investment in schools and as such should be safeguarded through periodic health examinations to discover and correct defects and incipient disease. Medical advice and supervision of the habits and practices of the teacher as they affect her health, are a good investment for all concerned.

There is no police power attached to the physician's service. He is a counselor and friend, seeking to help

(Continued on Page 59)

The Journal of
HEALTH and PHYSICAL
EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

E. D. MITCHELL, Editor
Contributing Editors

Mr. George B. Affleck
Mr. Birch E. Bayh
Miss Ethel M. Bowers
A. D. Browne, M.D.
John Brown, Jr., M.D.
William Burdick, M.D.
Miss Rosalind Cassidy
Frederick W. Cozens, Ph.D.
Miss Ruth Evans
Miss Mary E. Gross
Mr. Strong Hinman
Mr. A. S. Hotchkiss
Allen G. Ireland, M.D.
Charles H. Keene, M.D.
Miss Mabel Lee
C. H. McCloy, Ph.D.
Jay Nash, Ph.D.
Mr. N. P. Neilson
D. Oberteuffer, Ph.D.
Miss Ethel Perrin
Dudley B. Reed, M.D.
Frederick Rand Rogers, Ph.D.
Mr. James Edward Rogers
Miss Mazie Scanlan
Mr. Carl L. Schrader
Mr. George T. Stafford
Mr. W. K. Streit
Mr. Randall D. Warden
A. P. Way, M.D.
Jesse F. Williams, M.D.

Vol. V January, 1934 Number 1

The Common Basketball Towel

ON A recent occasion the Editor spoke before a civic club and expounded the values of the physical education program. Among these values, naturally, was *health*. After the meeting was over a member of the audience, who stated that he was the Chief of Police in the community, came up to discuss a point with the speaker. He said, "You talk about the health values of physical education. Yet I go to every basketball game and I always see the players use one common towel. At an intermission someone will throw a wet towel in from the sidelines. It hits the floor about ten to twelve feet from the players and skids across this space picking up dirt as it goes along. Then a player picks it up, wipes off his face and neck, and passes it to the next player. Finally all have had a turn and it is thrown back across the floor in the direction from which it came and is picked up to be used again at the next time-out. How do you explain such a practice?"

The individual raising this point waited for the answer to which he was entitled. The Editor was forced to agree that he was right in his contention. The coach of the school, a part of the group, attempted a defense on the grounds that the physical condition of all the players had been carefully examined and so no sanitary dangers were present, but this defense was hardly adequate.

This seemingly trivial incident has some important points at issue. For one thing it shows that the average spectator at school games considers the representative team as comprising the physical education program. For another thing, it shows that spectators are cognizant of practices in athletics that are unhygienic and inconsistent with the claims for educational accomplishments. If physical educators are to disabuse the general public of these illusions, the common towel offers a good start.

Apart from the unhygienic considerations, the towel throwing practice is offensive to good taste. Some athletic coach with inventive genius should surprise his audience by bringing forth a convenient hand tray with individual face towels which can be carried out to the players and, when used, thrown into a receptacle on the opposite side of the tray from the clean towels. Then Mr. Spectator's complaint will have been rectified and the health teaching of the classroom will have been given a practical demonstration.

Uniform Boundary Rules for Games

AN INTERESTING idea is conveyed in a recent letter to the Association offices from Mr. W. L. Childs, Athletic Director of the New Trier Township High School, Winnetka, Illinois. The letter states that there are many teachers who "would like, in the interest of uniformity, to see out-of-bounds rules of athletic games changed so that in *all* games a ball hitting the boundary line, or a player touching the boundary line, would be either 'out' or 'in'—the same ruling for all games."

Mr. Childs makes the point that at present, in football the sideline is out, the tennis boundary line is in, the basketball boundary line is out, the volleyball boundary line is in, etc. This variance in practice, he adds, is extremely confusing to those who play several games and is the cause of innumerable disputes.

One's first reaction to this suggestion is that it is a practical one. If the present lack of uniformity is confusing to players, it would seem feasible to make an attempt to standardize the practice. There may, of course, be difficulties not apparent at first sight and the rule as it stands now for each game may have evolved in accordance with real needs. If, however, mere chance has determined the present conflicting out-of-bounds rulings, there should be a thorough study made of the situation by the various rules-making bodies, with a survey of instructors' and players' opinions in regard to the present ruling and the possibility of changes then, if it is certain that a uniform ruling would not prove detrimental to the best interests of any of the sports, there should be an attempt at an agreement upon the matter.

Squash Racquets for Women

IN VIEW of the quick popularity of badminton as a recreative sport for both men and women, it is possible to presume that another relatively new game will find for itself many devotees among both sexes. This is squash racquets which as yet seems to have had its vogue almost exclusively with men students. There is every reason why squash should become one of the most popular of women's sports. Girls have demonstrated their prowess and enjoyment in tennis and squash has many similar attracting qualities. It is a game that can be played as leisurely as needed for recreation suited to age, and yet it can be played in championship form by those whose skill and training so permit. Again, it is a graceful game, when a certain degree of skill has been achieved. The movements with the racquet, both forehand and backhand, are pleasing to watch and also afford kinesthetic pleasure to the player.

Without doubt the biggest drawback to the growth of squash in women's programs of physical education is the lack of facilities. This lack is being overcome in some

of the large cities where squash clubs have been organized, including both women and men players. The visit of the British Women's Squash Team to this country last spring gave an added impetus to this tendency. If the handicaps of facilities can be overcome, it is more than likely that squash racquets will quickly find itself one of the most popular offerings on the entire list.

"For Us There Can Be No Harbor"

THE present crisis in education gives us occasion both to "view with alarm" and "to point with pride," in the words of the immortal Mr. Dooley.

Education in all its ramifications has been forced to a serious stock-taking, and the results are not such as to induce complacency. We are questioning the omnipotence of our educational catch-words for the past ten years—"development of personality," "freedom of thought and action," "self-expression." Magnificent, these. But somehow we are missing courage, simplicity, fortitude, stability. We are learning that sincerity in education demands hard work, and we live in an age that presses a button for what it desires. We have been ordering for youth a standard education and a crime-proof character as we telephone for fish and potatoes, only to find that to acquire learning with all our knowledge requires hard work and to win wisdom is hardest of all.

If during this season of economic pressure some of the links in our educational chain show signs of weakness, the reverse seems true of physical education. Take one glance at the Seven Cardinal Points of Education—not one of them concerned with mere acquisition of information, but each definitely committed to a "way of living." The impotence of any educational program without its physical education content is startlingly apparent. Education is finding strength and even beauty in forgotten qualities—simplicity, fortitude, austerity.

Perhaps, as Dr. Jacks says, we have been mistaken in our assumption that youth demands that learning be made easy before they can be induced to bestir themselves. Let us tell them instead that the times ahead will be increasingly difficult, and that they are likely to have a rough time of it; that life is not a picnic but a hard battle, and that only the valiant can find it worth living; we shall find them crowding at our university doors. Or tell them that truth and beauty and goodness and happiness are not to be had ready-made, but must be created, no matter at what cost of effort, and that nothing is worth having unless it is worth working for; we need not be afraid of youth's response.

Education—we cannot evade the issue—is on trial. For education as an institution, "the rack of the rough world must still be our fortune, as we stand full target for all the winds of heaven; for us there can be no harbor," as Barrie told the University of Edinburgh on her three-hundred-and-fiftieth anniversary. But we believe in the worthiness of the tools of our profession and in our power to use them; and each of us will welcome the opportunity to play his part in this challenging, perilous, yet glorious adventure of life and work.—By *Mary Channing Coleman, President of the American Physical Education Association.*

A Place to Start in Equalizing Competition

THE commonplace interpretation of fair play is to obey the rules of a game, avoid foul tactics, and take no undue advantage of an opponent. This interpretation usually applies to the individual player, and not to the group nor to playing conditions. But is there not a far deeper meaning underlying it all? Does not fair play connote the idea that the prevailing conditions of a game or contest be fair? They should be fair to the extent that the outcome of the game or contest is not a foregone conclusion because of unfair premises at the outset. There need not necessarily be a selfishly unfair motive prompting such a situation, but where is the real sportsman to defend some of the practices that have established themselves so firmly? What hope or joy, or what satisfaction can there be for a football team of a small school, with a squad of about fourteen players, when pitted against a school that sends on the field twenty-five or thirty players?

It would seem that high school principals would have the health and safety of their boys at heart, and not tolerate such combat. Is it too much to expect of principals that they strive for an agreement that in a match game the squads be of equal number? The excuse offered by the larger schools that they are giving more boys a chance to play is flat; the intramural program can answer that problem far more happily. The excuse of the smaller schools that they play the larger ones in order to earn funds, and thus finance the athletic program, is as heartless as the former excuse is selfish.

It would also seem that the coaches would take the initiative and frown upon this practice. True, some principals and coaches feel this wrong very keenly, but think they are helpless in the face of what is a traditional habit.

We are so accustomed to having teams from small and weak schools and colleges serve as battering-rams for others to practice upon that we accept it as a perfectly correct and natural procedure. The fact that once in a while a small school or college wins over a larger one is no evidence contrary to the plea here made for fairness. David did defeat Goliath, but most Davids are ground to bits by the Goliaths they encounter.

It has been argued that small high schools had better not play football at all. That would be a way out, but red-blooded boys, no matter in how small a high school, feel the same desire for manly expression as do the boys in the larger schools. In the interest of good sportsmanship they can be accommodated without such unfair odds. These boys would be willing to play second or third teams, provided of course that an ambitious school did not use one or two first string men on these teams, and if they sent only as many men as the small school could muster. This is but one item in a program for fairness and safety in athletic situations. Others equally important are the weight of opposing teams, proper training and equipment, etc.

There is a piece of Good Samaritan work to be done in this direction, and the coaches might well be the ones to initiate it.—By *Carl Schrader, State Supervisor of Physical Education, Massachusetts.*

The Requirement in College Physical Education

By

W. L. HUGHES, Ph.D.

Associate Professor of Physical Education,
Teachers College, Columbia University

DURING recent years physical educators in our colleges and universities have been called upon, as never before, to justify the requirement of physical education. There has been considerable discussion regarding the advisability of dropping the requirement, and the economic depression has brought about that action in some institutions. It has been contended that the present policy in many colleges of compelling the attendance of freshmen and sophomores in activity programs on a pure *time* basis, while upperclassmen are excused, is indefensible. Forcing students into activities which they do not like, it is argued, will only tend to increase that dislike. Moreover, compulsion violates a fundamental principle of psychology. Furthermore, there has been a tendency in institutions of higher learning to reduce requirements and to introduce an "elective system."

Shall there be a requirement of any kind? Shall the requirement, if any, be in time, achievement, a combination of the two, or on some other bases? Shall certain activities or courses be required or shall there be provided a variety of activities from which students are required to elect? Should anyone be excused from physical education? If so, upon what bases, such as time, skill, habits, attitudes, knowledge, physical defect, etc., should they be exempt? Should intramural participants and varsity athletes be excused from required physical education classes? What is to be the policy of the institution regarding students with serious physical defects? Are they to be excused entirely? Can the varsity three-letter man, or the student who passes the minimum achievement standards set up by the department, benefit in any way by further participation and instruction, or should he be excused to do as he pleases? If minimum achievement standards are set up should they include knowledge and skills? Should performance tests be given in the form of general motor ability tests or as specific tests in a wide variety of activities? These are but a few of the questions which the director of every department must answer.

Present practice shows that physical educators in our colleges and universities have answered these questions in every possible way. A few of the various plans are listed below.

I. No attempt is made to classify students either as to health status or motor ability.

1. The requirement ranges from none at all to four years, and courses are prescribed.

2. All students are required to elect within limits.

II. Students are classified according to *health status*.

1. Some institutions require physical education only of the *C* or restricted group.

2. A number of colleges and universities exempt those students who rate *A*. The *B* group are required to take so-called *developmental* activities, and the *C* group are given restricted and corrective activities.

3. Same as 2 above, except the *A* group is required to elect.

III. Students are classified on the basis of *health status* and *motor ability*.

1. Physical education may be required only of the *C* or restricted group and of those individuals who fail to pass the motor ability test.

2. Some institutions require all freshmen or all underclassmen to take physical education but students who rate *A* on the health examination and pass a general motor ability test are permitted to elect. A definite program is prescribed for all other students.

The Time Requirement

A *time requirement* has long been the type of physical education requirement in vogue in our colleges and universities. Meylan [1] found physical education increasingly being placed on the same basis as other subjects in the curriculum with courses prescribed from 1 to 4 years, and from 1 to 5 times per week. He states that physical education was required of freshman and sophomore men and women in approximately 140 of 260 institutions reporting. Approximately 20 colleges required physical education for 1 year and about 25 claimed a 4-year requirement.

In 1927 Storey's [2] investigations indicated that required physical education was the commonest recognition in colleges and universities of any form of "hygiene." According to his report physical education was required in more than 90 per cent of the institutions studied.

Owen[3] states that eight of twenty-one women's colleges require two years of physical education. Seven institutions have a four-year requirement; two split the difference, prescribing three years; two require one year; one requires a year and one half; and one claims nearly 100 per cent participation in voluntary athletics, although it has no specific requirement.

It may be seen that the majority favor the two- or four-year requirement. The "four-year" advocates apparently believe upperclassmen need physical education

[1] G. L. Meylan, *Status of Physical Education in American Colleges*, Report of Committee, Society of Directors of Physical Education in Colleges, 1921.

[2] T. A. Storey, *The Status of Hygiene Programs in Institutions of Higher Education in the United States*, p. 73, Stanford University, California: Stanford University Press, 1927.

[3] Janet Owen, *Sports in Women's Colleges*, New York Herald Tribune, Inc., 1932.

quite as much as freshmen and sophomores and feel that coercion is the only way to assure all girls the benefits they should have. On the other hand those favoring a two-year requirement seem to feel that a compulsory policy acts as a barrier to the development of a play attitude, a genuine lasting liking for activities which will carry over into after-college life in the form of regular participation.

Other studies indicate that about 50 per cent of the colleges have a *time* requirement only, while a majority of the remaining institutions provide a given amount of *time* as a part of the requirement.

In spite of its widespread use the question arises as to the desirability of a pure *time* requirement. There seems little justification for compelling skilled freshmen to attend classes from which unskilled seniors are excused. Such a policy is likely to develop mere "time servers." Because of this feeling of dissatisfaction with present policies, other bases to supplement or supplant the time requirement are coming more and more into general use.

Achievement Requirements

There is a growing realization of the need for minimum achievement standards in physical education for college students. Random attempts have been made to develop knowledge tests covering the rules and technique in the various activities. General motor ability tests,[4, 5] have recently been devised for the purpose of classifying college men and women on the basis of motor ability. Other tests of this type might be mentioned. Tests for specific sports and activities are available in some instances but standardization is needed. We do not know, for example, just how well a college freshman, man or woman, should run, or swim. Ideally, the entering student should be tested and classified according to health status, health habits, attitudes, and knowledge; specific skills in the various activities; recreational habits and attitudes toward play; and knowledge of rules and techniques.

An individual who could pass all these tests certainly should be excused from a *time* requirement. Sufficient skills, habits, attitudes, and knowledge would have been developed to insure some participation in a desirable variety of physical education activities throughout life. Unfortunately the above plan can only be approximated until more satisfactory means for measuring are devised.

Time and Achievement Requirements

Undoubtedly a majority of the workers in the college field will admit the desirability of minimum achievement standards. There is no general agreement, however, about the desirability of requiring students who pass the achievement tests to elect some seasonal activity for the duration of the *time* requirement of one, two, three, or four years. It is probably safe to state that a majority of the institutions where achievement tests are given still require those students who pass them to elect activities until the time requirement is fulfilled.

To the writer, the combination time and achievement requirement appears best at present. Many, if not a majority, of the entering college freshmen lack skill in a variety of activities. A certain standard of performance should be required either in the form of a general motor ability test or by specific tests in each activity or by both. Moreover, it is conceivable that these freshmen might have sufficient ability to pass the skill tests offered and still lack play habits and attitudes and other desirable attributes which a one-, two-, three-, or four-year program might develop. It would be unfortunate if students with better-than-average motor ability who were excused entirely, failed to participate in physical education in any form. Therefore, a time requirement of at least two years seems justifiable until physical education in the public schools becomes more universal and until better tests are devised. One of the best possible tests of a two-year required program in any institution is the number of upperclassmen who continue to participate after the requirement is fulfilled.

The distasteful compulsory feature of a pure time requirement is somewhat removed if students are permitted to elect after attaining certain minimum standards.

Studies of Student Viewpoints

The reaction of students as indicated in the few studies made favors a requirement in some form. In a study of men graduates of Amherst, Bates, Bowdoin, Hamilton, Haverford, Trinity, Wesleyan, and Williams, Oosting[6] found that 77 per cent favored a rule requiring each student to show some knowledge and proficiency in at least one indoor and one outdoor "carry-over" sport. Ninety-one per cent believed that physical education should be required of all college students. Of the 91 per cent favoring the requirement, 6.5 per cent believed it should be for one year. Approximately 21 per cent favored a two-year and about the same per cent advocated a three-year requirement. The most startling revelation of this study, however, is the fact that *51 per cent* would require physical education of *all* students for *four years*.

Smith[7] also reports a questionnaire study of the attitudes of men students toward the required program after the formal program was replaced with informal activities. Over 90 per cent believed they benefitted by the program although 65 per cent stated they would not have taken the course had it been offered as an elective.

In contrast to the studies mentioned, Alden[8] found certain factors which tended to make the required program unattractive to college women. Instructors should be familiar with these factors and eliminate them in so far as possible.

The Question of Exemptions

A question frequently asked has to do with the desirability of waiving the requirement in the case of varsity athletes, intramural participants, and students assigned

(Continued on Page 59)

[4] F. W. Cozens, *The Measurement of General Athletic Ability in College Men*, Eugene, Oregon: The University of Oregon Press, 1929.

[5] F. D. Alden, M. O. Horton, and G. M. Caldwell, "A Motor Ability Test for University Women," *Research Quarterly* (March, 1932), p. 85.

[6] R. Oosting, A Study of Graduate Opinion on Physical Education and Athletics for Men in Selected Group of Small Colleges, unpublished thesis, 1931.

[7] W. R. Smith, "A Questionnaire Study in Regard to the Attitudes of Men Students Toward the Required Physical Education Program," *Research Quarterly* (March, 1933), p. 247.

[8] M. A. Alden, "The Factors in the Required Physical Education Program That Are Least Attractive to the College Girl," *Research Quarterly* (December, 1932), p. 97.

Teaching Food Appreciation

By

IVA A. MERCER

New Haven, Connecticut

M - M - M - M - M. What calls forth the feeling of appreciation we usually express by long drawn out "M-m-m-m's?" The aroma of coffee? The thought on a warm day of a frosty glass tinkling with ice? A lemon pie with golden brown peaks of frothy, sugary meringue? The thought, sight, smell, or taste of appetizing food will usually cause some expression of appreciation from adults as well as from children. Many of us are blessed with normal appetites and respond to the suggestion of food with a "lead-me-to-it attitude." Others eat an amount adequate to maintain a normal weight but do not experience any keen pleasure in eating. There is still another group composed of those who either will not or cannot eat. This group claims the attention of physicians, nurses, mothers, and teachers.

Modern educators are interested in the physical development of children as well as in the mental. They know that physical growth is a twenty-four-hour-a-day process. Children do not stop growing physically and begin to grow mentally when they step over the threshold of the schoolroom door. Educators have realized for a long time that learning takes place at home as well as at school. You have only to note the children going home from school with numerous books to use in doing their so-called "homework," to find this to be true. Teachers have been in the habit of asking parents to help them with their child-school problems. Now the parents are coming to the teachers with their child-home problems. "Mary simply will not eat vegetables. Won't you see what you can do about it in school?" "John refuses cereals. I tell him he will never play football. Won't you tell him cereals will make him strong?" "Jane won't drink milk. Will you see if you can get her to drink it?"

Why is it that many of us do not respond enthusiastically to oatmeal, spinach, plain boiled potato? Why is it that many of us do? Is it because some of us were better trained than others or because we were born with a liking for certain foods and a dislike for others? Our experiences as a teacher cooperating with parents lead us to believe that an appreciation for food may be cultivated. The appreciation lesson is a common type of teaching in the schools today. It usually occurs in the fields of art, music, literature. It may sound like an anomaly to speak of teaching children to appreciate something but educators agree for the most part that some knowledge and guidance are necessary for real appreciation. It is not possible for us to appreciate offhand what it has taken an artist a lifetime to achieve.

We undertook to teach some six-year-old children to appreciate cereals and vegetables. The parents had requested the teacher's cooperation. Our attempts to find helpful literature were not very successful. We did find some bulletins issued by certain organizations which advised parents to lead the children to "pretend that the bowl of oatmeal is ice cream" or to "eat it as fast as you can and find the pretty picture in the bottom of the dish." Both procedures are so poor psychologically they were not followed. We were convinced that many children who profess to dislike certain foods were not well enough acquainted with them to have a well-defined dislike. We were also convinced that we would not get very far along the road to food appreciation if we relied solely upon taste as it is most commonly interpreted by children as the only food factor to be appreciated by them. By taste we usually mean flavor, savor, or scent.

There are other characteristics of food which are just as intriguing as flavor—color, form, temperature, and texture. Dietitians build on these factors. Color harmony is considered in planning menus. A dietitian would not combine beets and tomatoes for a salad—the two reds are not pleasing. Children love color and will enjoy it in food as well as in their toys and clothing if they are taught to look for it there. The green *roundness* of peas, the ivory *length* of celery, the wheel pattern of sliced carrots, the limp, drapy quality of spinach can be made interesting to children. Which do you prefer—a slice of bread, a plain, round roll or a clover-leaf roll? They are all made from the same dough, you know. Most of us would select the clover-leaf roll. The same ingredients may be incorporated in a boiled custard as in ice cream but the coldness and frozen texture of the ice cream please us. On a cold day we prefer bouillon served piping hot rather than iced. Who that has been on a liquid diet did not welcome some chewy foods? Has cocoanut a very well-defined flavor or is it

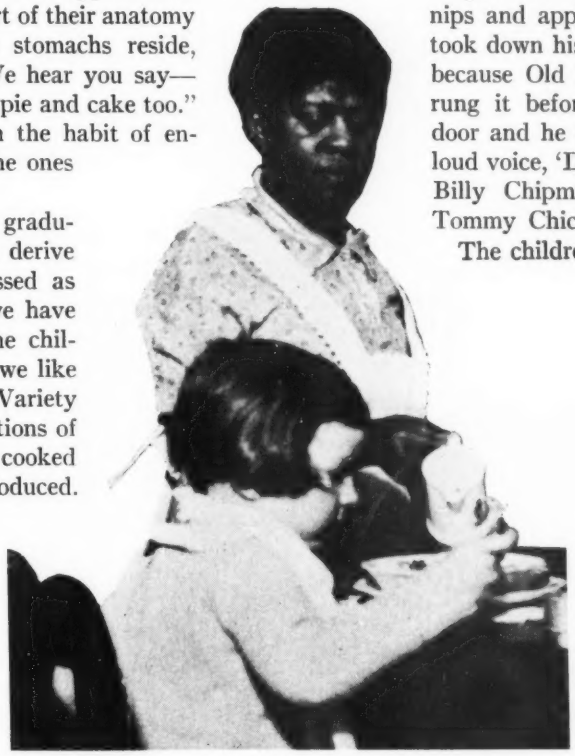
A well-balanced diet stimulates good health

the woody, chewy quality we enjoy? We like the glassy smoothness of jelly or of custard baked to just the right turn.

We started out with these food characteristics and a food appreciation vocabulary as our stock in trade. Children enjoy words and sounds which express appreciation of tastes and smells—"sniff, sniff," "yum, yum," "M-m-m." We showed the children the most intriguing illustrations of food we could cull from magazines. There were thickly frosted cakes, colorful, transparent jellies, delectable desserts, biscuits, salads, and even pies. The children were enthusiastic and used an appreciative vocabulary. They patted that part of their anatomy where many of us suppose our stomachs reside, licked their lips, and wriggled. We hear you say—"Oh yes—my children appreciate pie and cake too." We wanted the children to form the habit of enjoying food so we started with the ones they do enjoy.

Standards for enjoyment were gradually built up. The pleasure we derive from variety in foods was stressed as well as the five characteristics we have mentioned. The attention of the children was called to the fact that we like variety in games, songs, books. Variety in food is pleasant, too. Illustrations of cooked cereals and raw and cooked vegetables were gradually introduced. The enthusiasm of the "likers" of these foods carried over to the "dislikers." Remarks such as the following were heard—"I don't like the taste of it but it looks pretty." A gold-bordered dish of extremely realistic green peas, with a puddle of melted butter in the center brought forth signals of quite general liking. Several of the children testified to the difficulty of "catching" them and "chasing" them round the dish. The picture of a dish of spinach was greeted by a rather large silence. A few confessed that they liked it. We called attention to the bitter taste as a characteristic which makes it different from the vegetables we usually eat and to its soft, drapy quality. The main emphasis was on difference, not on nutritive value or flavor. The desirability of eating it for the purpose of discovering some of its likeable qualities and for the sake of variety was emphasized. A baked potato with a lump of butter nestling inside met with approval. Little information was presented. The children were not told that this food builds bone and this one muscle. The sole purpose was to help the children acquire the habit of looking forward to mealtime with a feeling of pleasant anticipation.

Stories and poems also served as stimuli. Of course the bears were disturbed and growly because Goldilocks ate their porridge. They liked porridge—and so did Goldilocks. We assumed that a liking for porridge is quite general. Carolyn Sherwin Bailey's story of "Old Man Rabbit's Thanksgiving Dinner" stirred up food interests. The children loved to hear about the fat, red ears of corn, purple turnips, and yellow carrots. They enjoyed Old Man Rabbit's preparations for the dinner. "He took his best red tablecloth from the drawer and put it on his table and then he set the table with his gold-banded china dinner set. By the time he had done all this, the pudding was boiled, so he lifted it, all sweet and steaming, from the kettle and set it in the middle of the table. Around the pudding, Old Man Rabbit piled heaps and heaps of corn and carrots and turnips and apples and potatoes, and then he took down his dinner bell that was all rusty because Old Man Rabbit had very seldom rung it before, and he stood in his front door and he rang it very hard, calling in a loud voice, 'Dinner's ready! Come to dinner, Billy Chipmunk, and Molly Mouse, and Tommy Chickadee!' "[1]



An appetizing breakfast makes a cheerful start for the day as well as being important from the health standpoint.

The children absorbed to some degree the sentiments of the Greedy Goroo. "In the morning when he cooked his breakfast he would smack his lips and say: 'M-m-m! There's nothing so good as breakfast but dinner. What shall I have for my dinner?' At noon when he cooked his dinner he would smack his lips and sniff up the good smell and say: 'M - m - m - m - m - m! There's nothing so good as dinner but supper. What shall I have for my supper?'

"In the evening when he cooked his supper he would smack his lips and sniff and draw a long breath and say: 'M - m - m - m - m - m - m! There's nothing so good as supper but breakfast. What shall I have for my breakfast?' Then he would go to bed and sleep so that breakfast time should come more quickly."[2]

Suitable stimuli in the form of poetry are difficult to find. Some we found helpful are listed.[3]

"The Ice Cream Man," p. 4;[3]

"Aunt Emmeline," p. 12;[3]

"Vegetables," p. 88;[3]

"Rice Pudding"[4] is always popular. The refrain of Mary Anne's Luncheon[5] is pleasing to the children.

(Continued on Page 58)

[1]Carolyn Sherwin Bailey. *For the Story Teller*. pp. 96, 97. Milton Bradley Company, 1921.

[2]Edith Rickert. *The Greedy Goroo*, pp. 1, 2. Doubleday, Doran, and Company, 1929.

[3]Rachel Field. *Taxis and Toadstools*. pp. 4, 12, 88. Doubleday, Page and Company, 1926.

[4]A. A. Milne. *When We Were Very Young*. p. 48. E. P. Dutton, 1924.

[5]Dorothy Aldis. *Here, There and Everywhere*. pp. 41, 42, 43. Minton, Balch & Co., 1928.

Some Observations of Mentally and Emotionally Sick Men

During Periods of Physical Activity

By

HARRY E. LAWSON

Director of Physical Therapy and Recreation for Men,
New York Hospital Psychiatric Clinic

PHYSICAL education today is playing a very important rôle in the treatment of mentally sick individuals, who, because of maladjustments in earlier life or inability to adapt themselves to our modern civilization with its enormous development of machines and of techniques, have broken under the tension.

Over a rather short period I have made some interesting observations of these mentally and emotionally sick during periods of physical exercise, and the important part physical education plays in the socialization process which eventually returns many of these individuals to society. I have watched these mentally sick individuals while they participate in different forms of therapy, among which is included physical education, and I cannot help but marvel at the way games, as selected, tend to distract patients from their morbid preoccupations and feelings of inadequacy. They once more live outside themselves, conducting themselves as normal individuals, enjoying social contacts, and showing a much improved sociability. Even in the dressing room, previous to an hour of physical activity, these same individuals who a few minutes before entering showed every indication of deep depression and living only unto themselves, seemed to take on a new life, and their actions and remarks were not unlike those heard in some business men's gymnasium dressing room or in a school dressing room.

These individuals come out of the dressing room to the gymnasium or handball courts with an ease which facilitates inducing them into the mechanisms of play—their play appears to be a very natural activity and to be generally rooted in instinctive reaction.

Case A.—Here is a person who has already involved other patients in a discussion regarding the relative abilities of basketball shooting. The discussion has reached a point where each is eager to demonstrate his skill in shooting baskets. How easy to use this situation as a means of inducing others, and what a satisfaction these men secure in this form of wholesome play. This is but one instance—others are equally interesting which involve shuffleboard, volleyball, squash, and handball.

Occasionally when a new patient enters the group I watch with some anxiety to see just how and when the adjustment will be made. In the playing of games, however, the problem does not seem to exist; at least not from external observation. The play is natural, the strange environment offers no discernable disturbance, attention is concentrated, associations with the group are healthy and quickly formed, and as time goes on the volitional sphere is, in many cases, stimulated to a marked degree.

Case B.—Here is a man about thirty-five years of age joining our group for the first time. He is suspicious and very confused—a very sick man mentally. He has played a little tennis and golf but not regularly in the last five years. After making the rounds with him in some individual work consisting of tossing the medicine ball, chest weights, stall bars, and shooting baskets, a volleyball game is organized and he is inducted as a member of one team. A minute or two to give him the method of performance, follow him for another minute or two, then he works his own way. No difficulty whatever—natural in his movements, undisturbed, and plays well. His reactions, I believe, are due at first to the sensory stimulus of the ball coming toward him and he reacts reflexively, but as time goes on, he quickly learns the art of passing, responsibility for his own area, the finer skills involved in the play, and he develops his volitional sphere as is evidenced in the way he places his shots, alert to take advantage of an opening, or of an opponent off balance.

Working with mental patients day in and day out, watching their many activities, their various moods, their reactions to certain situations, and then too, being aware of the desocializing character of mental illness as well as the varied social responses stimulated through physical education, reveals an important relationship between physical education and its integrating influence in mental illnesses. There is a very natural relationship between play and the desired social responses.

Case C.—This man is about thirty-four years of age—preoccupied, unsociable, very depressed, and seems to be in a stuporous state most of the time except when he is participating in some physical activity involving the play of a game. This person prefers to be alone, to do nothing. He has to be urged to do this, to do that, in most types of activity, but when he steps upon the gymnasium floor he suddenly develops initiative and is at his best in competition.

Take volleyball or basketball—he shows very good team play. He encourages others, he works with others by carrying on a low conversation. For example, I have played next to him in volleyball and in playing a ball he has said, "You take it," or "I've got it," or "Play it over the net." This same person takes every advantage of his opponent's poor position play or lack of balance, and he dislikes being caught out of position himself. Often this man has joked with others on the opponent's team, which leads me to believe that he obtains real satisfaction out of the doing. Occasionally this gentleman has engaged in conversation with me, and in each instance the conversation was initiated by him. Sometimes he speaks about sports and those which he enjoys most, and on other occasions he has discussed business conditions.

I have said that I believe there is a very natural relationship between play and the desired social responses. I believe this case emphasizes this point—that desired social responses such as companionship with other men, friendliness, readjustment to changing situations, conversational alertness, all seem to be provoked in a natural way through the playing of games.

We may say that this is a special field for physical education because it must be viewed from its re-educational standpoints. The purpose of our work is not to create new reactions but to re-establish motor and mental processes which, owing to illness, have been inhibited, distorted, or temporarily lost to consciousness. In attempting to re-establish these motor and mental processes we employ types of games carefully selected with reference to the patient's interest and intellectual capacity. By so doing we hope to produce those simple and unified impressions which are so valuable in provoking fundamental social attitudes.

Games to be of value as social medicine must be studied from the standpoint of educational approach. For example, many patients, especially those deeply deluded or actively hallucinated, cannot be interested in games by oral methods. Therefore situations are created whereby the patient is placed in a play environment or actual play situations, and in this manner is induced into suitable exercise with considerable success.

"The reflex, instinctive and emotional acts are primary performances, and voluntary movements must be secondary, not primary functions of our organism." [1]

The importance of applying physical education as a therapy in these cases demands skilled leadership, experience, and an understanding in human relationships. A person directing a program of physical education for the mentally sick must be quick to grasp a situation in which the activity offered may tend to excite a patient who already is easily excitable; and conversely the leader must be aware of the fact that there are patients lacking in self-confidence and self-appreciation who may become further discouraged and depressed because of their inability to compete upon even terms with others or because the activity is too difficult. Such important observations on the part of the instructor demand a program involving special and individual attention until such time as the patient finds himself. In a word we may say that the director is aware that the personality is being re-integrated, and as he develops the patient again takes his place in the group. When a person reaches this level of functioning, he again assumes a power over life which is vitally valuable aside from its health values.

Physical education, aside from stimulating favorable social responses, serves in other ways as a therapeutic agent in treating the mentally sick. In those cases of the mentally ill where physical vigor is lacking, we find that it is especially desirable, but it does much more than merely increase physical vigor—"it tends to minimize bodily awkwardness and unhealthy muscular tensions. It increases self-control, emotional control, adaptability, and sociability, and it cultivates new interests, a sense of fair play, and a more liberal attitude toward life. It provides in a general way that physical and physiological equipment which is essential functioning of a personality." [2]

Case D.—A man, age thirty-five years, a chronic individual for five years, who worked under high tension for eight years without the necessary rest and in this period he averaged fourteen to sixteen hours per day. He refused to take a vacation, and he refused to participate in any form of satisfying physical activity. One morning after a workout in the gymnasium he remarked to me, "I was out to make records in my business and make money for my family. I had no time to devote to play." He broke under the strain, became very depressed, always tired, complained of tenseness of muscles. He is conscious of every part of his body, and is very fearful of physical collapse; therefore it is very difficult to push him. At first one may gather the impression that he is lazy, but this is a case where the individual is afraid that he will collapse under physical activity.

It is rather difficult to reassure this man because of the above, but patience, and plenty of it, as well as exercising unlimited self-discipline on the part of the instructors has brought about favorable responses until today he does things well and vigorously. As his physical vigor increases he seems to regain confidence in himself.

When he first reported for activity in the gymnasium he gave the impression that he was about on the verge of a collapse, but through daily activity, mild at first, reassuring him beforehand and involving hours of individual attention in such activities as shuffleboard, ping pong, corrective exercises, postural exercises, body-building exercises, and paddle tennis, he gradually has improved. Today this gentleman plays a fair game of basketball and is one of the outstanding players in the volleyball group. He shows at his best in volleyball where he demonstrates a vigorous type of play. In recent weeks he has complained little of muscular tension, he is quite sociable, and is interested in new games. He has a keen sense of fair play and his judgment is excellent.

Other cases may be cited similar in achievement and equally satisfying to the individual.

As Sommer indicated [3] "recreation can be considered as a rebuilding of exhausted forces, both physical and mental."

Another important service which physical activity offers to these mentally sick is bodily warmth produced by the muscles and directly contributed to the skin from the inside. This is especially true in those anaemic individuals whose hands and feet are usually cold and clammy, and who have to make efforts to keep warm. In these nervous people we see a trait that plays an important rôle in the health of people in general, namely, inner warmth through activity of the muscles, a very fundamental reason for the recognition of physical exercise as important for physiological health.

Now what about the value of the psychic element brought about through physical activity? In playing games involving skills this psychic element plays an important and determining rôle in voluntary movements. Williams says [4] "man's movements are cerebral in control." Voluntary movements involve, in a neurological sense, the entire nervous transmission from the cortex of the cerebrum to the muscles. Physical exercises have to start with, in a neurological sense, a cortical muscular character. From this it follows that in the use of voluntary movement not only the muscles, but also the brain and above all the motor centers of the brain, come into play. This is of importance from a social-medical standpoint because our professional and industrial life is of such a sort that except for those whose occupations keep them in the open air

(Continued on Page 55)

[1] William James, *Principles of Psychology*, page 487. New York: Henry Holt & Co., 1890. Vol. 2.

[2] George W. Henry, M.D., *Essentials of Psychiatry*, page 176. Baltimore, Md.: Williams and Wilkins Co. 1931.

[3] R. Sommer, M. D. "The Meaning of Recreation and Avocation in Mental Hygiene," *Internationalen Leitfaden der Psychischen Hygiene.* Leipzig: S. Hirzel, 1930.

[4] Jesse Feiring Williams, M. D., *Principles of Physical Education.* Philadelphia: W. B. Saunders and Co., 1930.

Management and Treatment of Dermatologic Cases in a Student Health Service *

By

ROBERT L. GILMAN, M.D.
Philadelphia, and

THOMAS MILLER, M.D.
West Chester, Pa.

A DERMATOLOGIC service among college students is characterized chiefly by the occurrence of ringworm in some form, and acne vulgaris. These two general diagnoses account for fully 50 per cent of the new cases that are seen among our students. Next in frequency seems to be the necessity for the removal of warts, followed closely by the group which we have designated seborrhoea but which includes for the most part the premature alopecias which are becoming more frequent in male students.

There is likewise a group of interesting although less frequently occurring conditions which might be considered as hazards of higher professional education. This includes the occurrence of molluscum contagiosum and impetigo seen among boxers and wrestlers; the dermatitis from external irritants occurring occasionally in the dental students; the erysipeloid of Rosenbach of which we have seen three cases originating in the veterinary school; and finally true examples of neurogenous dermatitis occurring usually around examination time.

We have seen comparatively little psoriasis and what we term "eczema" in our students. Likewise the parasitic skin conditions, particularly scabies and pediculosis, are quite rare. It may be that because of the chronicity of psoriasis and eczema the student has learned to live with his affliction or else had it well under control before entering school. It is difficult to explain the infrequency of scabies; in fact it is quite possible that we may expect a mild epidemic at any time, or particularly after return from vacation. Successful self-treatment probably accounts for the infrequent appearance of pediculosis pubis. It is in the lowered incidence of these more common skin conditions that students as a group differ from the usual dispensary or private practice. Interesting comparisons can be made by referring to the statistics of Lane compiled from private general practice and Goodman from skin dispensary practice.

A strict interpretation of statistical material from the dermatological department is difficult without some word of explanation. Although there has been a part-time dermatologist in attendance since the onset of this health service, he sees his patients but twice or three times a week depending upon his appointments. Consequently a sizeable number of skin patients are seen by the medical men, who, because of the transient type of complaint, are never seen by the dermatologist. His place is to see as many of the skin conditions as is possible, and to act in a consultant capacity. It is obvious and proper that a large number of certain types of cases are treated by the other staff men, for example, boils by the surgeon, and hives by the clinician. The main duties of the attending dermatologist are to establish a close rapport with his medical and surgical colleagues, to diagnose questionable cases, and to conduct treatment within the physical means of the department. This last is extremely important as it is by this that the student, critical as he is, judges the efficiency of the department. The percentage of satisfactory clinical cures is not dependent we believe on a large assortment of physical modalities, but rather on such advice concerning factors of hygiene and diet, the correction of medical difficulties, and the careful prescribing of a few and inexpensive local applications on morphological or symptomatic indications. The conjoint use of a medical and surgical diathermy machine has been helpful mainly in the treatment of warts. Intravenous and intramuscular treatment has been limited and has consisted mainly in the use of salts of bismuth, gold, arsenic, and calcium.

It is apparent that ringworm has the distinction of being the chief skin complaint among students and probably through a variety of causes. These include the age of the student (average about nineteen), the athletic and physical activities, the exposure met with in the gymnasium as well as in the living quarters, and the general disregard among many of the fundamental principles of foot hygiene. One cannot incriminate the university gymnasium for the major share in the responsibility as it may be recalled that repeated surveys among secondary schools and among our own entering freshmen show an extremely high degree of clinical incidence. Fully 50 per cent of the total ringworm cases are involvement of the toes and feet. This is *not* an index of the total amount of ringworm among our students, but merely that amount of clinical ringworm with symptoms distressing enough to cause the student to seek the services of the skin consultant. Next in frequency to the toe cases is involvement of the groin which occurs in one-sixth of the cases. Other types included in this group are plantar warts, ringworm of the body, of the hands, fingers, and nails. Involvement in women students is about proportionate to their enrollment.

Treatment of the feet cases falls in three main groups: those in which there is involvement simulating an ordinary, acute, moist dermatitis or pyogenic dermatitis; a group of subacute or regressing cases; and the chronic fissured or carrier cases. The first mentioned demands the

* From the Student Health Service, University of Pennsylvania, Philadelphia.

utmost in care and treatment along morphologic principles, i.e., bland wet compresses with boric acid or Burow's solution, followed by 5 per cent ammoniated mercury ointment. We often see these cases in students who have employed home treatment or have been made worse by the application of strong solutions of iodine or ointment of salicylic acid.

The acute case readily responds to mild applications, and when there are no more vesicles and the feet are improved, mild ointments or powders containing salicylic acid may be employed. Subacute cases do very well with hot foot baths fifteen minutes nightly of 1:4000 potassium permanganate solution followed by a *mild* Whitfield ointment.

It is in the chronic stage that the largest variety of treatment is possible. Here one may use the permanganate soaks followed by vigorous and complete removal of all dead skin and tissue debris between the toes. Stimulating ointments of tar applied at night and removed in the morning to be followed by an astringent foot powder give good results. It is in this type of case that the popular dyes and volatile oils are most useful. However, along with this regimen we invariably explain to the student the possible chronicity of the infection or the ease with which it may be reacquired. We go into some detail regarding the careful attention to foot hygiene, stressing the daily cleaning of the feet with careful drying between the toes, the use of individual towels, mats, and slippers, the use of a foot powder, and daily change of hosiery, particularly in cases associated with excess sweating. We have met a fair share of resistant types of infection, but thus far the necessity for either quartz lamp or X-ray has not been particularly apparent.

Ringworm of the groin has been at times a therapeutic problem, particularly from the point of view of constant reinfection from clothing, and the necessity for men in gymnasium and competitive athletics to carry on if possible. A large number of these students have as a primary focus ringworm infection elsewhere—usually of the feet—and it is essential that treatment be carried on here simultaneously. In those cases in which there is much chafing and inflammation, we prescribe half-strength ammoniated mercury at night, followed by a boric dusting powder during the day, together with a large pad of cotton around the scrotum. The frequent former use of tincture of iodine in these areas seems cruel and barbarous. In the subacute or involuting case, we employ the formula of Castellani which is essentially a solution of basic carbol-fuchsin containing boric acid and resorcin. The patient bears this application twice daily without difficulty. At this point reinfection should be watched for and avoided by discarding of infected athletic supporters and drawers. One can be too scrupulous, as we have seen the condition greatly irritated by wearing recently dry-cleaned flannel trousers. It is true that in this type of case the X-ray has shown itself to be of considerable value.

Ringworm of the hands and fingers, if primary in origin, is treated in a fashion similar to the feet, excepting, of course, the substitution of drying lotions for the foot powder. If the ringworm is secondary to that in the feet (as is so often the case) then treatment is a secondary consideration. While the feet are being treated, bland lotions to the hands usually suffice. Infection of the nails, fortunately seen rarely, constitutes a therapeutic problem indeed. Perhaps the best method at our hands has been the local application in and around the nail of a 10 per cent alcoholic solution of mono-acetate of resorcin—particularly after the diseased portion of the nail has been loosened and freed by a keratolytic. Later, bandaging with Whitfield's ointment keeps the nail soft and clean. In about half the cases such a procedure will aid materially; in the other 50 per cent one can consider the use of X-ray if available or surgical avulsion of the infected nail.

Plantar warts have been classed by us as part of the ringworm group. This etiological adoption is by no means generally accepted. Our management of these painful callous formations has been either by dissection and careful padding in selected cases, or by electrodesiccation in others. This latter procedure has been modified somewhat from the customary disabling operation to one which, although time consuming, does not inconvenience the student. This is accomplished by twice weekly light sparking with the monopolar dessicating current without anæsthesia. As the plantar wart drys up, the tenderness disappears and one can shortly shell out most of the callous with ease. Following this for a considerable period it is necessary to wear a protective pad about the lesions, and have any necessary corrections made in the shoes. We have referred some of our cases to the X-ray Department of the Hospital for large single doses of X-ray. Thus far the time has been too brief to follow and report on the success of this method with us.

The occurrence of acne vulgaris as a complaint in 20 per cent of the total cases can be accounted for largely by the age group of our students. Between the ages of seventeen and twenty we expect to see the largest number of fully developed cases of acne vulgaris, and depending upon the patient's symptom threshold we are consulted accordingly. To a less degree the student's diet may be faulty, as an empirical lowering of carbohydrates materially assists in the control of the majority of infections. Not a few of the cases develop shortly after the arrival of the student at the University, again bespeaking the importance of a change in diet as well as the appearance of new responsibilities in the late adolescent.

Treatment with us is built up along three lines, i.e., the diet and proper elimination; the clearing up of any scalp abnormality; and strict local skin cleanliness in conjunction with the antiseptic lotions. To illustrate: the student is given a mimeographed sheet with full diet instructions telling him just what carbohydrates are, and telling him exactly what foods may be substituted with specific mention of allowable desserts. The diet given is one that will not ordinarily reduce the student's weight, although if it should, the deleted foods are added as rapidly as is consistent to the recovery of the skin. In addition, full instructions are given relative to the cultivation of a proper habit time in the regulation of the bowels without the use of cathartics unless necessary at the outset. Specific in-

(Continued on Page 62)

Jim Poweshiek of the Mesquakie Tribe, Tama, Iowa

Rhythmic Activities *for* High School Boys

By

LOUIS E. HUTTO

Supervisor of Physical Education, Public Schools,
Des Moines, Iowa

THIS subject of rhythmic activities for boys seems to present an ever present problem to most city directors and to some teachers.* The need of a better rhythmic program for boys in the high school will be questioned by few who have an adequate background of personal experience. We all recognize that rhythmic work is essential in rounding out a balanced physical education program at all levels. It is especially valuable for developing body control and poise so as to help prevent awkwardness in boys at this age. It has definite cultural and aesthetic values and can be made a delightful form of recreation by all. One of its greatest contributions is to emotional stability and the provision of a medium for absorbing emotional excess. We also know that vigorous dancing is unexcelled as a medium of general somatic development and organic power. In practically all cases where rhythmic activities are used by adequately prepared teachers they appeal tremendously to the boys, especially if the teachers are of the virile, vigorous type which boys admire and the work presents a real challenge. Those teachers or directors who neglect to make full use of this type of activity as a definite part of the program are overlooking something of real value, something which should make as important a contribution to the education of boys as do most of our competitive sports at their educational best.

Essentially therefore the problem for discussion is the best means of developing a satisfactory program of rhythmic physical activities for high school boys. The function of this paper is to outline the problem and make certain suggestions which may form a basis for discussion by the group.

*A paper presented before the Mid-West District Association Convention, April, 1933, at Wichita, Kansas.

PROBABLY our greatest difficulty in developing a good dance program among older boys arises from the traditional attitude of high school boys toward this type of activity, the feeling that it is "sissy." Even when enjoying participation in rhythmic activities the boy is ever alert for a smile or hint which may suggest ridicule. If we are to overcome this attitude and make dancing an accepted and popular part of the program for high school boys we must recognize the factors which cause the faulty attitude. One reason for this traditional opposition to dancing is the fact that the man with ordinary athletic training is often so inadequately educated physically that he is awkward and has poor body control. This means that he is not even fairly good at dancing without putting a great deal of effort into it. In self-defense, therefore, he ridicules the whole dancing program and tries to cover up his own deficiencies by the little-boy trick of making fun of other people who can do this sort of thing better than he can. He is interested only in the few sports at which he can excel but will grant certain consideration to those other accepted activities to which he has been accustomed. All others are beneath his notice. Little boys tend to mimic the attitude of these athletic "heroes" at an early age so that they in turn become prejudiced and also remain unskilled.

This attitude carries over into teacher preparation. Most public school men who prepared for physical education were first attracted through the glamor of competitive athletics and the desire to be a coach. They have taken the other required professional work and even like some of it but their "athletic awkwardness" kept most of them from becoming skilful enough in dancing to enjoy it. In some teacher-training institutions dancing is not even required.

This is not the worst of it. Many men in our own state obtain jobs as coaches without any real professional preparation in physical education but of course are responsible for the required class work in the subject. Obviously such people become panic stricken at the idea of teaching gymnastic dancing. The best defense available in such a case is ridicule. Hence the air of derision which the average coach adopts toward the idea of teaching dancing to high school boys.

Even those who are really prepared to teach dancing are often half-hearted and apologetic, thereby confirming

the feeling on the part of the boys that an injustice is being done in requiring them to descend to such maidenly levels and they start growling about "playing with dolls next." Still worse is the conscientious but inadequately trained teacher who is himself quite unskilful but insists on attempting to conduct the boys through a series of silly, futile movements which may have rhyme but certainly no reason. He thoroughly confirms the boys in their attitude.

A well trained, skilful, and enthusiastic teacher could overcome much of this attitude on the part of all boys except those thoroughly confirmed in their "athletic awkwardness" but few teacher-training institutions for men in physical education are sending out persons of this type. They are meeting the "popular demand" rather than leading the way toward higher professional standards. Their graduates usually have acquired a two-pronged philosophy of physical education which provides for high powered, intense coaching of varsity teams on one hand and "play for the sake of play" on the other. The latter philosophy is especially appealing to either the lazy or the poorly trained teacher but may be as vicious as health for the sake of health or thrift for the sake of thrift. There is no provision nor preparation in such schools for the idea, which should be fundamental in our profession, that there is real satisfaction in hard, long continued physical work for a definite, meaningful purpose. Civilization is going flabby and we who should take the first steps to prevent it are leading the way down with a fatuous and complacent grin because we have not properly thought through some of the newer educational principles as applied to our own special field.

It takes hard, honest physical labor to become a good dancer, a skilled acrobat or gymnast, a life saver, an expert hiker or camper, yet almost any average person who will pay the price can achieve success in these fields. Nor will the rewards depend on newspaper publicity and they will be fairly permanent. Best of all one may actually learn that there can be joy in this physical work and the sweat of one's brow.

Another factor in developing this undesirable attitude toward dancing on the part of boys is the baneful practice of sex differentiation by elementary school teachers. Recognizing the desirability of certain differentiations

Sixth grade boys enjoy the right sort of dancing—Hubbell School, Des Moines, Iowa

Elementary school boys enjoy dancing—Hubbell School, Des Moines, Iowa

above the elementary school and the need for a more vigorous type of dance as a challenge to older boys, there need be little differentiation in this field at least until the sixth grade. The elementary school boy can be led to think of dancing as a normal part of his physical education program and can become just as skilful as any of the girls so that he enjoys it just as much. Boys who do not develop skill in dancing before high school age are not as easily interested even though there are no other inhibiting factors.

What can be done to overcome these various difficulties on a sound basis of gradual growth which will be permanent in character?

FIRST, we as a group of city directors, should make it clear to those in charge of teacher-training institutions and to those students now in training that we consider rhythmic activities important in the high school program for boys and that we want and will select teachers prepared to teach such activities. We should be influential in determining such needed phases of teacher training in our field. We have only ourselves to blame if we do not get teachers prepared to meet our needs since we are the consumers for whom these institutions are preparing their output.

Second, we can probably improve the program of rhythmic activities in our local elementary schools. In our own local schools we are trying to develop along the following general plan, always with adaptations to the individual situation:

Kindergarten and primary grades—beginning rhythms and singing games with some rhythmic dramatization.

Third grade—begin simple, authentic Indian dances the other simple folk games, continue rhythmic dramatization.

Fourth grade—begin simple pioneer dances and continue all the activities previously named.

Fifth grade—begin simple clogs and the more advanced national dances, review the previous activities which still appeal using them for recreational periods.

Sixth grade—increase difficulty of national dances and lead back through clog, simple acrobatic dancing, and rhythmic dramatization to self-originated dances where there is sufficient skill and interest.

The major emphasis in the elementary rhythmic work

(Continued on Page 60)

Quetzacoatl's Bride— *An Aztec Festival*

By

MARNA V. BRADY

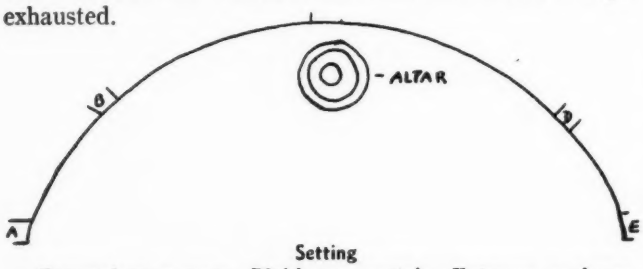
Assistant Director of Physical Education,
Bryn Mawr College, Bryn Mawr, Pennsylvania

SINCE there is a great deal of interest at present in Mayan civilization owing to archaeological finds and to the fact that many thousands visited the Mayan temple at A Century of Progress, it seems an appropriate time to introduce this Aztec festival as it was produced at Bryn Mawr last spring. It is very adaptable in many ways and can be done by either high school or college girls—or by a mixed group of any number of participants. It is also possible to give the festival either in a gymnasium or out-of-doors at night, and the properties and costumes may be as simple and inexpensive or as elaborate as the situation demands.

The Theme and Direction

The Aztecs sacrifice a virgin to Quetzacoatl, God of the Sun and Air. At this festival Quetzacoatl is so struck by the beauty of the maiden sacrificed that he falls in love with her and decides to take her for his bride. He leads her to his realms in the air by the moon path, and drapes her in a rainbow cloak. He is, however, angry because the people have broken his command against human sacrifice and as punishment sends torrents of rain to flood the lands.[1]

The Aztecs gather to beseech Quetzacoatl to cause the rain to cease and as they pray the rainbow appears. Startled and mystified at first, they become joyous and interpret the arc as a sign of forgiveness. The orgy becomes madder and madder until the last warrior drops exhausted.



Setting

Gymnasium or stage. Bluish gray curtain. Entrance as above. In the center at the back of the stage is an altar. It is round in shape and built in three tiers. The last tier must be about three and one-half feet high and six feet in diameter. It is gray in color, painted to represent stone, but on the part toward the audience a diagrammatical, golden-orange sun is painted.

The setting is used for the first and third acts. In the second the altar is removed.

Characters

Quetzacoatl—God of Air and Sun
Sunbeams
Clouds—fleecy and storm
Four winds—North, South, East, West
Eight rainbow maidens
Moon
Two clouds
Maidens of the Moon
Maiden to be sacrificed
Priests and priestesses
Warriors
Aztec people of village

[1] Herbert Spinder. *Ancient Civilization of Mexico and Central America*, p. 173.

Costumes

Quetzacoatl.—Short golden tunic slit at sides with a wide belt. He carries a staff, twisted to represent a serpent. On his head is a feather head-dress. (He was represented as half serpent and half bird.)

Sunbeams.—Short orange tunics.

Fleecy Clouds.—Light pink, billowy, long costumes. Pink and light gray scarves.

Storm Clouds.—Long, gray costumes with darker gray scarves tinged with purple and blue.

South Wind.—Short, lavender costume.

West Wind.—Short, light green costume.

North Wind.—Short, light gray costume with silvery white cape.

East Wind.—Short, bluish costume.

Rainbow Maidens.—Costumes dyed in stripes of red, orange, yellow, green, blue, indigo, violet. Red at bottom and colors blending into each other.

Moon.—Long, silvery costume with train of same color behind. She carries a silver globe.

Moon Maidens.—Long costumes of blues, lavenders, and roses.

Maiden.—White, flowing costume, long, over which the rainbow cloak can be draped in Act II. Wreaths of flowers hung around neck.

Warriors.—Short, red tunics slit at sides, silver bands around hair, silver tipped spears and shields with image of sun painted on them in red, decorated with feathers.[2]

High Priest.—Long, red costume with golden sun in front. Head-dress, golden band around forehead with one red feather hanging down one side and a gold one on the other.

Priests.—White costumes, long, with painted designs around the bottom in black. Same head-dress as High Priest, only one feather is black, the other white, hanging from a black band.

Priestesses.—Long, gray costumes with girdles of orange. They carry censors—resembling our saucepans—bowls, flowers, and offerings to be put at foot of altar.[3]

Aztec People.—Short tunics, all colors. The men wear bands around head. The women wear wreaths of flowers in their hair.

Act I

A procession of priests and priestesses enters through (B) and proceeds in ceremonial form to altar. The high priest takes place behind altar and the others are arranged on either side. The invocation and dance follow. The dance should be a stooping and rising to represent the movement of a serpent.[4] All make obeisance to the gods by bending low, touching the soil with middle finger of right hand, and carrying that finger to the mouth.[5]

At the finish of the ceremonial, a noise is heard outside of people murmuring, etc. The maiden who is to be sacrificed is dragged in (B), struggling between two warriors, and followed by a bodyguard of warriors and all the townspeople. She is marched three times around the altar and then thrown upon it. The warriors engage in a mimetic battle dance, to the glory of Quetzacoatl. The dance begins with the noise of drums and cries and hisses.[6] The people are onlookers and sway in time to the music.

(Continued on Page 62)

[2] Lucian Biart. *The Aztecs*, p. 241.
[3] *Ibid.*, pp. 152, 153-156, 162.
[4] A. Hyatt Verrill, *Old Civilizations of the New World*, pp. 215-221.
[5] Lucian Biart. *The Aztecs*, p. 141.
[6] *Ibid.*, p. 249.

TWO NEW BOOKS OF GREAT VALUE

Ready in February

The Theory of Play

by **ELMER D. MITCHELL,** ***Department of Physical Education, University of Michigan,*** *and* **BERNARD MASON,** ***Department of Sociology, Ohio State University.***

"Play is universal. Play is life, and wherever life is found there is sure to be play in some form or other."

The authors present not only a complete history of play but also give definite programs for the better direction of play activities. It is based on the famous *"The Theory of Organized Play"* by Bowen and Mitchell which ran through many editions. The material has been entirely rewritten and revised but the basic structure and presentation of the material have been preserved. The publishers were fortunate in securing Professor Mason as collaborator. He is well known for his work in camping and for his prize winning book "Camping and Education." Every teacher and student will welcome this new interpretation of the play movement. *It has been written specifically for textbook use and we suggest that teachers write in immediately for examination copies.*

THE CONTENTS

Play Throughout the Ages
The Modern Play Movement
Theoretical Explanations of Play
Definition of Play
Classification: Movements
Classification: Interests
How Age and Sex Influence Play
The Need for Play in Modern Life
The Physical Benefits of Play
Play and Mental Growth
Play and Character Development
Play and Citizenship
How Play is Promoted
Administration of Public Recreation
The Play Center
Boys' and Girls' Clubs
The Organized Summer Camp
Athletics in Schools
Organization of Play Activities
The Play Leader

8vo. Cloth Illus. approx. 600 pages
Probable Price $2.80

Ready in January

Group Golf Instruction

by **HELEN B. SCHLEMAN,** ***Instructor of Physical Education, Ohio State University.***

Here is a book that has long been needed. Golf is now being taught in many public schools and is recognized as being one of the few activities that can be enjoyed throughout life. The author has made brief analyses of the methods of famous golfers so that the student and teacher may adapt them to their own style of play. Fundamentals are carefully explained so that the beginner may start playing with confidence. Particular attention is paid to the organization of classes and to the stimulation of interest. Attractively bound in paper covers and priced low, it should appeal to every follower of this great outdoor sport. The illustrations are a feature.

THE CONTENTS

Instructors Preliminary Games and Contests
The Golf Program
Putting
Chip Shot
Quarter Mashie
Three Quarter Mashie
Full Mashie
Coaching Points
Full Wood Shots
General Coaching Hints
Indoor Equipment
Indoor Program
Golf Etiquette
The Beginner
Match Play and Medal Play
Tournaments
Glossary of Golf Terms

8vo. Paper Illustrated $1.00

STANDARD TEXT BOOKS

Preventive and Corrective Physical Education **$3.00**
by George T. Stafford

Corrective Physical Education for Groups **$3.60**
By Lowman, Colestock and Cooper

A Brief History of Physical Education **$2.00**
by Emmett A. Rice

The Administration of Physical Education **$3.00**
by Jay B. Nash

Exercise and Its Physiology **$3.00**
by Gould and Dye

Health Through Projects **$2.00**
by G. D. Brock

Physical Education in Elementary Schools **$2.00**
by Neilson and Van Hagen

Creative Activities in Physical Education **$2.00**
by Olive K. Horrigan

Examination Copies will be sent to teachers who wish to consider them for class use.

Coming Next Month

THE AMERICAN COSTUME BOOK

by* Frances Haire,** ***Author of "The Folk Costume Book" ***Illustrated by* Gertrude Moser**

The publication of this book will be an event in our history of publishing books for the field of physical education. It will contain 16 color plates fully describing the costumes of America from its discovery down to the Gay Nineties. Each costume will be fully described and directions given on how to make them out of inexpensive materials. It will be a book that should be in every school library. Large 8vo. Cloth $5.00.

OUR NEW AND COMPLETE CATALOGUE of books on Health and Physical Education, Athletics, Dancing, etc. will be sent postpaid upon request. Many teachers are distributing copies among their students and for this purpose we will be happy to send as many as are needed.

A. S. Barnes & Company, 67 W. 44th St., New York

A Challenge to Parents and Community

Michigan Congress of Parents and Teachers, Physical Education Committee, 1933-1934

By

ETHEL ROCKWELL

Supervisor of Physical Education, Kalamazoo, Michigan, Public Schools

THE MODERN educational program is based upon the belief that the public school exists for the purpose of helping individuals to live in the world today with constantly increasing efficiency and satisfaction. To live efficiently one must have health, he must develop certain fundamental skills needed in daily life, he must be an acceptable and contributing member of society, and he must be able to use his leisure time with profit and satisfaction.

It is neither possible nor desirable to try to separate the various contributions of education into compartments, for the whole child enters into each experience in his mental, emotional, social, and physical aspects. The modern physical education program can contribute through its various activities to better and fuller living for the whole child.

How Can Physical Education Contribute to Best Living?

1. *Physical Education Has a Health Contribution (Mental, Emotional, Social, and Physical).*—Physical activity is one of the essentials for the development of nerve and organic power. Many people today are affected with heart disease, diabetes, and various functional nervous diseases. It is believed that development of the vital organs through physical activity might have prevented these conditions. The physical education program of games, sports, rhythmic play, and athletic activities contributes to physical development which is one of the essentials of best living.

The opportunities provided through games and other play activities for making quick and accurate decisions, for solving common problems of play procedure and conduct, for cooperating with teammates in reaching common desired goals, for dealing with teammates and opponents with courtesy and consideration, and for enjoying activities with others contribute to the development of mental, emotional, social, and physical health.

2. *Physical Education Contributes to the Development of Fundamental Physical Skills.*—To live safely today one must be physically alert. He often must dodge, run, and jump even in the ordinary walks of life. His body must be an obedient servant. To take part in and enjoy physical recreational activities many physical skills are necessary.

Through games, sports, athletics, apparatus play, and dancing, opportunities are provided for the development of such fundamental physical skills as running, jumping, climbing, lifting, carrying, pushing, pulling, throwing, and catching, skills used in daily life and in recreational activities.

3. *Physical Education Provides Opportunities for Experience in Citizenship Activities.*—To be an acceptable member of society it is necessary to abide by numerous rules and regulations, to live under the guidance of group chosen leaders, to cooperate with the members of the group in conducting the affairs of neighborhood, town, state, and nation, and to live harmoniously and with enjoyment and satisfaction with members of the group. Games, sports, and athletic activities probably furnish more experience typical of those needed in daily living than any other phase of the school curriculum. Under the guidance of an efficient teacher games are planned and organized by the boys and girls. The members of the team respect and follow the leadership of the captain and other officials who are chosen from the group. Rules are made and modified by group decision. Players, as individuals and as a group, develop ability to play honestly, and to accept defeat as well as success with courtesy and good nature. Games, sports, and athletics are life activities, as important to children and youth as is work to their fathers and mothers.

4. *Physical Education Contributes to Leisure-Time Needs.*—The leisure-time problem is thought by many to be the outstanding one of the present social order. The present tendencies indicate that the hours of leisure will increase rapidly for all classes. If this leisure is to be used intelligently, profitably, and with satisfaction, education must train boys and girls to use it in worth-while ways. Purposeless leisure is a menace to society. Much of the commercialized recreation is destructive rather than constructive.

The physical education program contributes largely to the recreational needs of boys and girls. It is common to see, after school and on Saturdays, groups of children playing the athletic games they have learned at school. Various types of social games which can be used at home and at community parties are learned and played at school. It is possible to learn such leisure-time physical recreational activities as swimming, archery, bowling, tennis, and golf.

Pupil participation in helping to plan and carry out the physical education program goes a long way toward creating a lasting interest in the various activities and it gives experience in leadership, followership, and cooperation, qualities necessary to insure the continuance of any activity when the school or college leadership ends.

Well Trained Physical Education Teachers Needed

Taxpayers and boards of education are apt to think of physical education in terms of the people who promote it. It is important, therefore, that parents demand the best trained physical education leaders who make themselves and their programs known to the people of the community. Are the physical education leaders in your school making the people of the community aware that the pres-

ent crisis demands more opportunities for recreational activity, more experiences which encourage the development of citizenship qualities? Does your community recognize that physical education contributes strongly to better and fuller living? Are your physical education leaders helping parents and community to solve problems of play activities for children and adults? Are they helping the adult members of the community to find satisfying leisure-time opportunities?

A Challenge to Parents and the Community

Is your community looking at education today in terms of the needs of the whole child? Are parents searching the present school program to see that these needs are being adequately met? In efforts to curtail expense in the public schools are taxpayers and boards of education eliminating those things which are essential to the child's best growth? Taxpayers are demanding that frills be eliminated. Can physical education be classed a frill when we know its many contributions to best living as a part of the school program?

The Michigan Physical Education Law requiring cities of three thousand and over to provide school physical education programs is still in force, but the State Physical Education Department has been discontinued because of lack of funds. Because of this fact it is vastly important that each community double its efforts to maintain this important educational contribution. Certain agencies in the state (listed below) are much interested in maintaining physical education as a part of the educational program. The individuals representing these groups are available for help in communities needing advice.

Agencies Willing to Help Parent-Teacher Organizations Maintain Physical Education in Michigan Schools

1. The State Department of Public Instruction.—

Address—Ralph Van Hoesen, State Supervisor of Secondary Education, Lansing, Michigan; Charles E. Forsythe, State Director of Athletics, Lansing, Michigan.

2. The Committee of the Michigan Physical Education Association chosen to advise and assist the State Department—

Chairman—V. S. Blanchard, Director Health Education, Board of Education, Detroit.

Dr. Margaret Bell, Director, Department of Physical Education for Women, University of Michigan, Ann Arbor.

Grace Ryan, Director Physical Education for Women, Central State Teachers' College, Mt. Pleasant.

J. H. McCulloch, Director Physical Education, Michigan State Normal College, Ypsilanti.

Elmer D. Mitchell, Director Intramural Sports, University of Michigan, Ann Arbor.

Ethel Rockwell, Supervisor Physical Education, Kalamazoo.

3. The Michigan Physical Education Association.—

President—Ruth Murray, College of Education of the Colleges of the City of Detroit, Detroit.

Secretary-Treasurer—Ethel McCormick, University of Michigan, Ann Arbor.

4. Physical Education Committee, Michigan Branch—National Congress of Parents and Teachers.—

Chairman—Ethel Rockwell, Supervisor Physical Education, Kalamazoo Public Schools.

V. S. Blanchard, Director of Health Education, Detroit.

Ruth Murray, President Michigan Physical Education Association, College of Education, Colleges of the City of Detroit.

Guy Morrison, Director of Health and Physical Education, Board of Education, Grand Rapids.

Crystal Worner, Chairman Physical Education for Women, Western State Teachers' College, Kalamazoo.

Characteristics of An Adequate Program

1. *Supervision.*—The program should be in charge of a trained person who is able to plan and carry out a program based upon sound educational philosophy.

2. *Time Allotment.*—A minimum of sixty minutes daily on the school program for every pupil.

3. *Health Examination for Each Child.*—Increasingly, parents should be encouraged to take care of this through the family physician.

4. *Adequate Play Space.*—Indoors and out-of-doors for children and adults.

5. *Program of Activities.*—Broad enough to offer participation for all rather than a program of interschool competition for a few. The program should include games, sports, athletics, and rhythmic activities. It should suggest activities which boys and girls of high school age enjoy together. It should acquaint boys and girls with activities suitable for use in leisure time.

6. *Play Equipment.*—Swings, horizontal bars, sand boxes, balls, bats, volleyball nets, jump standards, jump pits, mats, etc.

7. *Opportunity for the Adult Population of the Community.*—The physical education teacher should serve adult recreational needs by helping to find through churches, Y.M.C.A., Y.W.C.A., and other organizations opportunities for them to take part in activities in which they are interested and by training volunteer leaders.

A community recreation committee made up of representatives from all organizations having recreational opportunities for adults can do much to solve adult recreation problems.

Russell Sage College

School of Physical Education

Formerly The Central School of Hygiene and Physical Education

Offers

A Four-Year Course for which the B.S. Degree in Physical Education is Granted

A combined cultural and professional course for young women graduates of secondary schools whose credentials are acceptable to the College. Unusual advantages of college life combined with thorough professional training. Three months of instruction in Camp are required as part of the course. Graduates teaching in leading colleges and schools. Appointment bureau for graduates.

Helen McKinstry, M.A., Director

For catalogue address

MISS DORIS CROCKETT, Registrar

Russell Sage College **Troy, New York**

Volleyball — an Analysis of the Game for Teaching Purposes

By
EDWARD F. VOLTMER
University of Iowa

Introduction

THIS presentation is designed to be of service particularly to two groups; those who wish to introduce volleyball into their schools, and those who wish to redirect interest toward the game where it is already a part of the program. It is written from the viewpoint of application to high school boys, but can be used for other groups with but few modifications. An effort is made to present sound fundamentals upon which finesse can be built in later years in case it is desired.

It is beyond the province of this article to present a treatise on techniques for the expert player. Anyone wishing such information can find it in Spalding's *Official Volleyball Rules* and through other sources. Consequently team strategy is not stressed, for most of those who are learning must establish the fundamentals of passing, settting up, attacking, serving, and defending before they need to consider the finer points of team play. It may be interesting to know that one favorable point to which to serve is to the left hand of the opponent's right back, but that cannot be of much value to the server who has difficulty placing the ball within fifteen feet of the place where he wants it to go. The particular twist that a decidedly cut ball will take cannot be of great importance to the youth who has difficulty making a ball go where it should, hitting it the most accurate way he can. There are so many things upon which the beginner should concentrate that he should not be confused by more complicated advanced instruction.

Volleyball, as an activity, should be taught in such a manner that the learner will progress at the most rapid rate possible in all of the ways that proper instruction in this game can provide for advancement. If we wish also to have our teaching carry with it the proper mental and social content we must plan very definitely to present such content in a way that will make for the greatest progress in learning. It is mere folly to assume that the game is a great teacher of desirable social qualities and a stimulator of worth-while mental activities and then teach only the physical aspects of the game in the sublime faith that all other things shall be added unto the process. We cannot trust that the desired results will accrue through concomitant learnings alone. There are mental fundamentals, social fundamentals, and physical fundamentals as well as fundamentals involving more than one field such as "menti-physical" and "menti-social." These must all be taught and combined into the desired finished product.

Consequently I am presenting methods and procedures that should prove valuable in: stimulating interest in the game; developing desirable mental, social, and physical attitudes and skills; maintaining interest in progressing in the above attitudes and skills; and, providing for a tie-up between living in general and living during volleyball activity.

The methods of arriving at these goals include the following:

A. Getting the Individual Interested in Performing the Desired Physical, Social, and Mental Activities

1. Introducing them at the proper time.
2. Introducing them on the level of the learning group.
3. Providing interesting reading material on them.
4. Showing moving pictures of them.
5. Showing still pictures of them.
6. Putting clippings concerning national tournament results on bulletin board.
7. Giving demonstrations of the game by experts.
8. Having some good team defeat your best team very badly —this will show the boys that the game is not too easy.
9. Holding discussions of game, rules of game, and conduct of players.
10. Showing diagrams of strategy of game.
11. Practicing many of the fundamentals in connection with other activities before the game is introduced.
12. Arranging to have the group assert itself as being in favor of learning the game, if possible.
13. Getting the group familiar with the ball through using it for other purposes.
14. Presenting material in proper manner: (a) so that it will appeal to different types of mindedness; and (b) will have additional appeal by having the items presented in proper order.

B. Affording Plenty of Practice in the Fundamentals

1. Physical skills.

a. Do not devote over twenty minutes of a practice session to any one fundamental; and if the whole twenty minutes is used for this purpose, break this period up in turn into smaller units, three for example. After the curve of improvement for any skill ceases to rise significantly from practice period to practice period, practice just enough to maintain the skill already attained.

b. Break complicated skills up into units and practice the units; then put the units together into the more complicated skill.

c. Avoid practicing too many skills during one practice session—that makes for confusion. Introduce no skill or fundamental unless a minimum of five minutes is available to practice it.

d. Demonstrate the skills if possible.

e. Do not try to cram or hurry—it takes time to learn skills.

f. Drill more intensively on the new skills—new skills can be practiced with profit more often than old skills.

g. Use natural drives as much as possible in the practice—competition, contests, periods of free activity, etc.

h. Require practice to be of the desired type—reduce to the minimum, exceptions to proper execution.

i. Make each fundamental an actual unit of the total game; practice it as nearly under game conditions as possible.

j. Practice with the intention of remembering the skill learned.

2. Mental skills.

a. Study rules and strategy of game (in classroom).

b. Discuss rules and strategy of game (in class).

c. Endeavor to think of the why, while practicing.

d. Officiate games (under guidance at first).

e. Check other performers for examples of good or poor headwork and interpretation of rules.

3. Social skills.

a. Make list of desirable attitudes and evidences of conduct —let all help do it (in classroom).

b. Discuss them thoroughly (in class).

c. Keep list on bulletin board of outstanding good examples; pupils to propose the examples—majority vote required to put name and example on board.

d. Live the proper example.

e. Correct individual who trespasses one of these fundamentals the same as the one who does a physical fundamental wrong.

f. Have pupils collect and bring to the class discussions outstanding examples of desirable social attitudes or actions from any source.

g. Offer a non-intrinsic reward for the best article produced on desirable social values to be gained from volleyball.

h. Get men to make a special effort during each practice session to do some particularly desired social act; possibly one in which the last discussion revealed a marked weakness.

C. Keeping the Individual Interested in Performing the Proper Social, Mental, and Physical Skills

1. Let all know the goals for which they are working.

2. Let all know how well they are succeeding—they should have knowledge of desirable scores and records.

3. Let all know their errors—and why they made them if possible.

4. Provide as good equipment and playing place as possible.

5. Provide for change of occupation when one fundamental gets too tiresome.

6. Avoid working students until they are extremely fatigued.

7. Put congenial personalities together where possible.

8. In so far as possible work away from the idea of the "gang" razzing some one fellow who seems to be the "goat."

9. Put on a little contest covering the rules of the game, possibly in form of completion or multiple choice test.

10. Provide for favorable publicity on social progress.

11. In general reward desirable performance and punish undesirable performance in all skills and attitudes. This will make for continued interest in the activity if properly done.

12. Adapt the material to the level of the students who are to perform it.

D. Tying up the Present Situation to Some Past Situation if Possible, and Anticipating Future Tie-up Possibilities; Use Associative Shift from Past and Prepare for Associative Shifts in Future*

1. In the case of physical skills, many are similar to some practiced before—and to some to be practiced in the future.

2. The same type of mental problems have been solved before —adopt the problem-solving attitude.

3. The social life of the past has tried to develop many of the qualities stressed here; and the future will be vitally concerned with them.

E. Providing Special Corrective Work for Those who Need It

(A few examples of this type are listed below.)

1. For the lad who shows fear or lack of confidence—arrange to have him successful in an easy situation and then make the following situations progressively more difficult, being sure that he conquers each one until he gains the normal courage and staying qualities under difficulties.

2. For the lad who loses his temper—penalize him for it by taking away some privilege that means something to him. Do it in such a way that he is not embarrassed before the whole group, for anything that causes him to "lose face" may stir up resentment against the game and the instructor. This does not mean that the punishment should not be real punishment. Then arrange for him to face situations that are trying but not too severe; help him control his temper and reward him for control. Try to build a general class attitude that frowns upon display of temper.

3. For the extremely awkward boy—seek new means of presenting material; study him carefully and find just what is wrong; give him more practice in the skills in which he is weak.

F. Providing for Actual Coaching of the Skills

1. Stress general fundamentals.

a. Keeping eye on ball.

b. Acquiring proper stance.

(1) Getting in the proper position to do the next act best.

(2) Having the proper mental set toward next move and whole game.

(3) Keeping opponent guessing as to next move. (This applies to spikers particularly.)

c. Relaxing between acts.

d. Keeping the ball up on most passes.

e. Remaining cool and collected.

f. Avoiding unkind comments.

g. Being constantly alert.

h. Helping to make the game real enjoyment.

i. Getting your three strokes every time unless opponents set up ball to you or your set-up man.

j. Using both hands if possible, except for serving and spiking.

k. Experimenting a little during free practice period on making ball "do tricks" on service, spike, and the like. Start developing those that you like.

l. Playing to opponent's weakness—most players are weaker to their left than to their right.

2. Stress specific fundamentals. (The above general fundamentals are not repeated for the most part.)

a. Serving.

(1) Overhand (more speed but less control).

(a) Throw ball up well.

(b) Hit with heel of hand.

(c) Drive ball to opponents' back court.

(d) Bend elbow and snap hand into ball.

(e) Keep ball out of easy reach of front line.

(f) Stand well back of own baseline—you can then step into service if you like.

(g) Approximate tennis service in general body action.

(2) Underhand (good control but less speed).

(a) Hit ball off of free swinging holding hand.

(b) Bend body into crouch.

(c) Use full sweep of arm.

(d) Drive ball well back over front line as a rule.

(e) Hit ball on thumb side of your fist or front or back of hand.

(f) Serve from standing position, left foot forward for right-handed server.

(3) Side arm (probably least valuable type for most players) —much same as underhand except for less body crouch and the sweep of arm is to the side.

b. Taking ball out of net.

(1) From fast shot.

(a) Get down low.

(b) Keep elbows a little ahead of sides, arm bent.

(c) Have one shoulder toward net preferably.

(d) Except on third stroke, pass ball up or up and back. On third stroke over net.

(2) From high slow shot.

(a) Drop almost on one knee close to line under net.

(b) Extend hands under net fairly low.

(c) Have one shoulder toward net preferably.

(d) Play ball up or up and back except on third stroke, then over, of course.

c. Attacking or spiking.

(1) Face man setting up.

(2) Hit ball hard as general rule.

(Continued on Page 61)

*NOTE—Refers to tying up a response to a situation that formerly did not evoke that response. To the situation—"a ball hit to you"—the old response probably was: "try to bat it back across the net"; that response can be shifted to: "pass it to a set-up man" who can then place it where another man can drive it back hard and accurately.

Modern Conceptions of "Amateur" Wrestling

By

F. B. ERIKSEN

Physical Education Department, New Hampton High School, Iowa; President of the Iowa High School Wrestling Association

WRESTLING is a winter sport which is slowly finding its place in the physical education programs throughout the country. It is, however, difficult to find material on amateur wrestling and the many letters that have come to me as President of the Iowa High School Wrestling Association have made me realize the desirability of making available more material on this subject.

It has been unfortunate for wrestling that the public gains much of its conception of this sport from the movies and sport-page accounts of the modern professional combats, in which huge performers employ the tactics of muscle cuffing, grunting, and making grimaces at their opponents. There is, however, another type of wrestling, found in our schools, Y.M.C.A.'s, and athletic clubs, that measures up to the standards of any of our popular sports. I hope, therefore, that the word "wrestler" will increasingly bring to the mind of the hearer the picture of a clean-cut boy, the typical representative of the amateur wrestlers found on the wrestling teams in our various universities, colleges, and high schools throughout America.

About much of what takes place during an amateur wrestling meet the public knows very little. It will be my purpose in this article to present a picture of the procedure of such a meet and also some of the thoughts that flash through the minds of the contestants as they wrestle.

A dual meet between two schools is under way. The teammate who wrestles just before you do is ready to start his bout. You know it is time for you to go to the locker-room and warm up by rope-skipping, stationary running, and other exercises. Behind the closed door you hear in the distance the roar of the spectators as they release some of their emotional energy through their vocal cords while watching the wrestling bout. The roar suddenly increases as the door is opened and someone says: "All right, you are next."

On the way out you meet your teammate who is sweaty and tired. As you pass him, you hear him say, "Good luck." Then, before you realize it, you are standing in your corner of the mat. As you stand there you begin to feel rather lonesome, as you know that over in the opposite corner stands the other school's best representative in your weight, and he is in there to "throw" you. Then on reflection you say to yourself, "But here am I, and I am the best representative that this school has in this weight, and I am here to prove it," and you are eager to get started.

The referee calls your opponent and you out to the center of the mat. He looks at your fingernails to see whether they are properly trimmed so that you cannot scratch each other and possibly cause infection. Among other things he tells you to wrestle in the middle of the ring as much as possible, to stop wrestling when he tells you to, and to remember that he does not tolerate any stalling.

Then you are back in your corner taking off your sweatshirt. As you turn to face your opponent, you begin to study his muscles. If he is heavily built in neck and shoulders you will try to tackle his legs, because it is sometimes the case that such a person's legs are not developed in proportion. This, however, is not always true.

The referee says "Time," and you rush to meet your opponent. That is good psychology, and most wrestlers do it; however, you will find that some of the experienced wrestlers have certain peculiarities of their own. Sometimes you will meet an opponent who slowly steps over to one side, just enough to clear himself of the corner. When you meet such an opponent, you had better wrestle very low and be more careful than ever before, because he will otherwise get behind you so suddenly and quickly that you will not realize how it happened. Again you may meet an experienced wrestler who, with his body upright, walks slowly toward you and, as you rush to tackle his legs, he sidesteps you and slips in behind you. Therefore it is important to keep your eyes open, and develop accuracy of timing and correct judgment of distance.

As your opponent approaches you, study his stance. Does he meet you low, that is with his body bent forward, his head up, and his hands out in front and low enough so that he can protect his legs as he should? If he approaches you thus, you will try to apply some head hold or arm lock, as it is hard to get to his legs. If he approaches you high, that is with his body fairly straight leaving his legs unprotected, tackle his legs. Whenever you are in doubt, you rarely make a mistake by tackling his legs. But while this is going on, do not forget to stay low and protect your own legs at all times.

You will find that a wrestling team is made up of different types of individuals. One kind is the wrestler who "barrels" in without thinking; he just rushes in and gets himself into various precarious positions. He either gets thrown or throws his opponent—he hardly ever loses or wins by a decision—and the coach is never certain of the outcome of this bout. Such an individual is generally a beginner in wrestling and if he learns to use his mental power as well as his physical power he will

develop into a good wrestler. Another type is the wrestler who is always giving his teammates a "treat" by wrestling so nonchalantly that you feel that it is merely a question of time when both his shoulders will be touching and a fall awarded to his opponent, but owing to his fine condition he finally defeats his opponent. These are the wrestlers who make the coach's blood pressure rise and cause gray hair to appear on his head. Then there is the kind of wrestler who is so careful that he never becomes outstanding. Yet he is hard to beat, because you can never get a good hold on him; he is always defensive and is continually blocking holds. He nearly always loses by a decision, as he never "carries the fight" to his opponents. Still another type is the wrestler who depends on his legs; he is always using a scissors hold of some kind. If you know his style and can block his scissors he is not hard to beat; but if he ever gets his scissors hold on you, he is very likely to defeat you.

Finally, among many other types you find the wrestler who trains faithfully and tries to learn everything there is to know about wrestling; not only does he try to learn all that has been shown to him in the classroom, but whenever he has a chance he studies additional literature. When in a bout he is cool, alert, and knows how to save his energy. He is using his head to good advantage, he is careful and skilled enough so that it takes an outstanding man to beat him. He is in there to give everything he has. He is the wrestler upon whom the coach always depends when the "going is tough." He is the kind of wrestler who has his teammates' sympathy when he loses. To the public it is merely a case of another wrestler losing a bout; but this wrestler who has lost feels that something within him has broken. He had put his whole heart into that bout, and as he goes to the dressing room he says to himself, "He beat me this time but he will not do it again." He is the kind of teammate whom all admire.

Amateur wrestling is a sport that does not lend itself to alibis as much as some of the other sports do. While wrestling you cannot blame your teammate for not blocking properly or for making a bad pass, as you are the only member of your team participating at that particular time. All have their eyes on you. If you win, well and good, you get the credit. The responsibility is resting on your shoulders alone, not on your teammates.

The struggles you go through to win a place on the team have generally taught you to respect the rights and the ability of others. You will find, also, that if you come in to the wrestling room with the proper attitude and actually want to learn something about the game, there are always many who are willing to help you in a friendly and encouraging manner.

As for the wrestling coach, he should be a man of high ideals, of sympathetic understanding, a firm believer in fair play, honest methods, and amateur sports. Such a coach furthermore realizes that there is such a thing as keeping up-to-date in the progressive literature on wrestling.

Amateur wrestlers—you should be proud of being able to represent this worth-while sport. It is an accomplish-

(Continued on Page 63)

Muscle Injuries

WHEN AN ATHLETE wrenches a muscle or a tendon, causing swelling and much pain, the prompt application of an Antiphlogistine dressing will generally bring rapid recovery.

Antiphlogistine is particularly well adapted to the treatment of synovitis and other muscle injuries. Relief of pain, relaxation of the muscles and a rapid rehabilitation of the parts to normal quickly follow its application.

Sample and literature to coaches and trainers

ANTIPHLOGISTINE

The Denver Chemical Mfg. Co.
163 Varick St. - - New York

CAMP LIFE •

The Camp Director's Magazine

Whatever Happens in Camping —
You'll find it reported in the
News Letter!

If fire or other catastrophe visits a camp—
a new camp is opened or an old one closed—
anything important happens—

If it pertains to CAMPING

it will be reported in the monthly
CAMP LIFE NEWS LETTER!

Issued every month, 8 times a year in conjunction with CAMP LIFE MAGAZINE issued 4 times a year } 12 issues for $1.00 subscription

Send your subscription in now. (Send $2.00 if you wish Abbie Graham's new Book "The Girls' Camp")

CAMP DIRECTORS PUB. CO. Inc.
Editorial Office 56 West 56 St., New York City

Boxing as an Intramural Sport

By

NOEL H. PETREE

Physical Director, Jones Junior High School, Toledo, Ohio

THE DRAFTING of a full athletic program that will serve the needs of any group is a long and tedious task. It requires a broad background of principles of education, acquaintanceship with the children and community, and a foresight into the recreational experience that a large proportion of the chosen school population will face after finishing or discontinuing school.

To include this activity or that activity is determined by the general objectives of the athletic scheme. Any game which is safe, has sufficient content to interest, demands physical skill, develops poise and courage, which leads the participant to go on into a recreational future, and which may be put in operation with a minimum of directing staff, uses facilities which are available or which may be added with reasonable expense, should fit.

There are many who will object to the inclusion of boxing in the intramural program of athletics in the junior high school. There will be fewer objections to the sport for high school. But I am convinced that boxing meets the needs of the junior as well as the senior high school boy, remembering that the lad is young, inexperienced, and lacks judgment.

The manly art may be taught in mass formations, at first without gloves, as was and is demonstrated in the army methods, by teaching fundamental positions and movements at first quite isolated and unrelated, but by stages hooked up in natural and varied sequences. Boxing coordinates large muscle groups, gives balance, poise, grace to movements, and utilizes muscles of the whole body. There is no better generator of courage to dispel fear, physical and psychological.

Health and safety of participants must be in the forefront. Boxing is *safe* if:

1. The participant is schooled in fundamentals of offense and defense before competing.
2. Proper conditioning is insisted upon.
3. Thorough examination is made of boys by competent physician.
4. Equipment is provided such as well padded gloves and floor covering.
5. Rules lay stress upon skill in foot and glove work.
6. Officials are trained and watchful.
7. Length of bouts are limited to the capabilities of the age and experience of the participants.

There is a natural interest in the sport. Many boys cannot persuade themselves to participate at first because they fear the discomfiture that may be theirs. More often they merely lack confidence in their own ability to "stack up" against the other fellow. But the interest is there. It need but be aroused.

By proper organization and utilizing of older leaders, the strain upon the time of instructor or instructors is relieved. No additional staff is required. Leaders developed in preceding years are much more helpful than professional boxers because their viewpoint is different, and they will step into an atmosphere with which they are acquainted.

Boxing has been conducted as an intramural sport for three years at Jones Junior High School. The third tournament was held in November. One hundred sixty-eight boys took part in the after-school training; over half of whom actually took part in the eliminations. There were 9 classes determined by age, weight, height, and experience. The weights ran from 66 to 149 pounds.

The fundamentals were first taught to every boy in school during regular class periods for two weeks, at the close of which three afternoons a week for two weeks were given over to practice and coaching. Each class was given a portion of the floor under a student leader, and an older coach selected from those who had finished in high rank in previous tournaments, now students in one of the large high schools. A record was kept of those who had worked out. None were permitted to compete who had not taken part in these training periods. The attendance at these was voluntary.

The third week was given over to the eliminations. Survivors in each class were qualified to box in the semi-finals, to which the student body and public were invited. No spectators were allowed to witness the workouts. No boy likes to be seen in an exhibition at which he does not know himself to be adept.

The student set-up for handling the affairs of the sport was as follows:

GENERAL MANAGER

Asst. General Manager

Mgr. Class A and AA	Mgr. B & BB	Mgr. C & CC	Mgr. D & DD	Mgr. E & EE

Two Equipment Managers

Two Assistant Equipment Managers

Three Locker Room Guards
(1 each afternoon a week)

Each manager was responsible for observance of rules, for matching in his class, at the close of the workout for registering the boxers, and then for seeing that each took a shower. Equipment managers handled gloves, placed mats for rings, watches, whistles, etc., and then replaced equipment at the close of the afternoon. The general manager and assistant general manager were responsible for all managers, and had general charge of the building.

The finals and semi-finals were all held the same afternoon. In previous eliminations each class was drawn

down to four boxers. On the afternoon of these a four-by-six card was made out for each class, bearing the names of the qualifiers arranged as drawn for bouts, as follows:

Boxing Tournament 1932
Class "EE"

George Hill 7-1, 66 (lbs.) .....
.....
Wilbert Recknagel 7-1, 71 .....
.....
Carl Hoffman 7-1, 79 .....
.....
Bob McLennan 7-3, 76 .....

These cards were placed on the central table presided over by a competent older boy. By runners to each of the three rings he directed the order of the bouts. At the end of a bout the card was returned to the central desk, and another bout started.

There were no announcers, but, instead, flash cards were used. Each boy's name was lettered on a nine-by-twelve card by the Art Department with his homeroom designation and weight. Cards bearing the various divisions were also prepared. When two boys entered the ring, seconds flashed the names over the contestants, while the "class" of the bout was flashed by a third. At the close of the bout, the referee would hold up the hand of the winner, while the name was again flashed. The word championship was lettered on another card, to flash before final bouts.

No prizes were offered other than credit that accrues to a champion or runner-up of any sport toward a school letter. There were nine champions and nine runner-ups. There was not a disputed decision. There was not an injury throughout the tournament excepting a bloody nose here and there and a few sprained thumbs. No boy, win or lose, showed poor sportsmanship.

The student body turned out and paid a small fee to see the bouts. The twenty-seven bouts were completed in less than two hours.

Boxing is the art of self-defense. No boy should be allowed to get out of school without a knowledge of how to defend himself any more than he should be permitted to grow to adulthood without a knowledge of swimming. They are important, and to any boy boxing is essentially a part of his education.

Boxing has elements of danger; we should make no mistake about that. But so have football, wrestling, tumbling, jumping, climbing, throwing, unless certain fundamental rules operate. The four rules that will take the probability of injury out of boxing are worthy of a brief discussion.

The *first* of these is that no boy should be matched out of his class, as regards size, experience, and ability. The lower the division the smaller the margin between the two boxers. If a boy is out of his "class," even though according to rules of making divisions he is eligible, the instructor must arbitrarily transfer him to another division. Knowledge of boxing is a big asset here, but knowledge of boys is just as necessary.

The *second* rule should govern the gloves used. For the 4 lower divisions, ranging from 65 to 100 pounds, no less than 8-ounce gloves should prevail. For 100- to 125-pound classes 10-ounce gloves should be worn, and for the 3 heavier classes 12-ounce gloves. This prevents injured hands and eliminates the bruising and cutting of faces. The matter of supply of gloves may be a problem, but by purchasing 2 or 3 good sets per year, enough will be on hand to get started. Boys may be asked to bring their gloves to school to be left in the care of the director during the season. We own only 4 sets of gloves but had the use of 10 sets.

Third. The length of rounds and the number constituting a match must be limited. We must consider first the boy, his stage of immaturity and capabilities, and permit him to do only to the extent that sound laws governing physical education show will be of benefit to him. In the junior high school the length of rounds should run from forty-five seconds to two minutes, but never more.

The four lower divisions, made up almost entirely of seventh grade boys, should be permitted to box no more than two rounds of forty-five seconds. Their expenditure of nervous energy is at a much higher rate than the older boy. One round will usually produce a winner and loser. The middle divisions should run one minute to a minute and a half, and the heavier divisions, ninth grade boys principally, may take a two-minute round. Bouts should be awarded by decisions, and should be stopped if either party is unable to properly defend himself. A referee and two judges are sufficient.

The *fourth* is placed last for emphasis. The boys should be examined and a doctor should be present at the meets. In junior high school there are usually no funds with which to hire medical supervision. Volunteers often take a keener interest than the professional trainer. These can usually be obtained by inviting a key physician to serve as chairman of the examining board, he to invite the others.

In some schools there is a health-history file of all students. Some have a school physician who passes upon all. These will help, but should not be depended upon to pick out the unfit. It is well to have one of the doctors attend each workout during the training period, but before starting competition among candidates, each boy should receive an "OK" after a thorough physical examination from the head of the examining board. This sounds complicated, but takes very little effort and lends a satisfaction to the director that the probability of serious consequences has been reduced to the minimum.

In addition, a statement from the parent granting permission to the boy to take part in boxing activities should be demanded and filed.

Bullies are not made by boxing instruction. Bullies are created by the underestimation of the courage and strength of others, as well as in the exaggeration of one's own powers. Boxing gives the boy the true sense of his own ability in direct proportion to the strength of his neighbor which he recognizes and respects. Boys who have a scientific knowledge of boxing seldom go out of their way to fight; they meet it as a fact or dodge it as a mistake. Ability to box is insurance against a fight.

Illustrations of Muscular Action in Sport

The second in a series of illustrations by ALBERT BEN WEGENER Drew University, Madison, N. J.

MUSCULAR ACTION IN FOOT BALL

Devised and drawn by Albert B. Wegener, Drew Univ. 1933

Drawings made nude after clothed pictures.

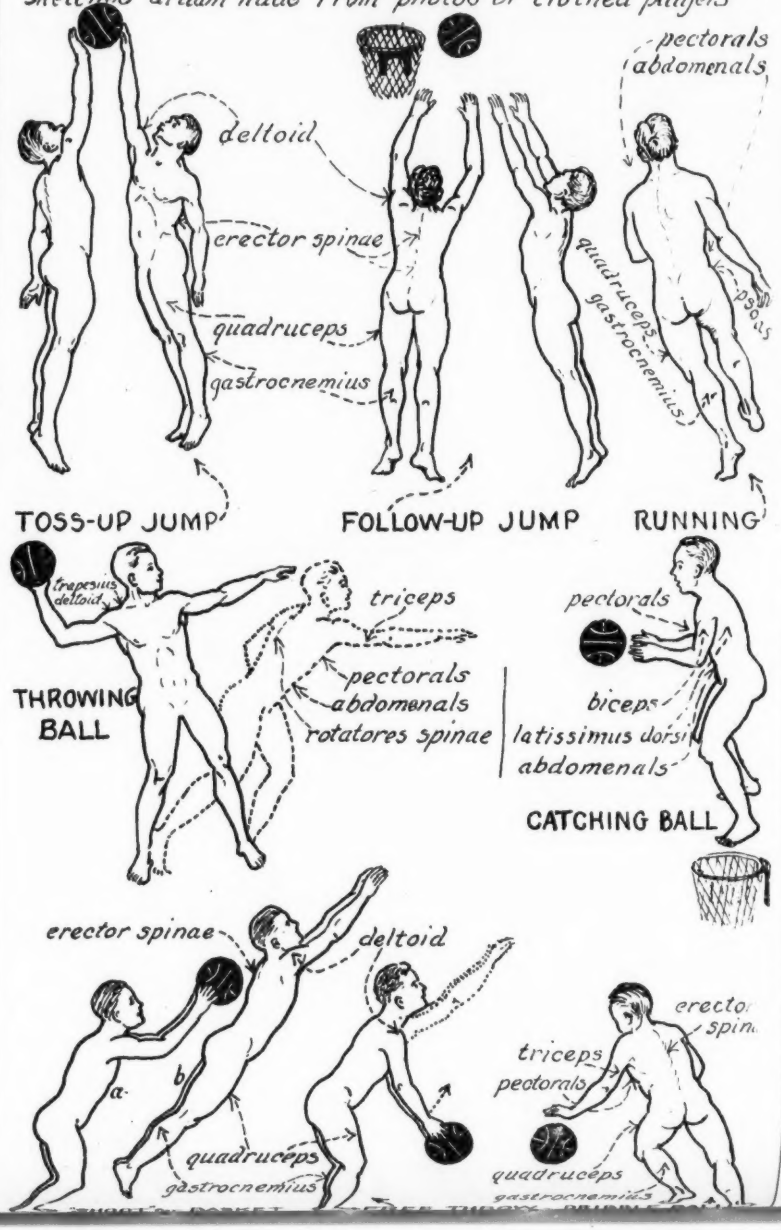
ANALYSIS OF PRINCIPAL ACTIONS MADE BY PLAYERS

FULL BACKS	BACKS	LINESMEN
throw, kick, run, diving-tackle	*run, catch, dive-tackle, push(block)*	*push(block), run, dive-tackle.*

MUSCULAR ACTIONS IN BASKET-BALL

DEVISED AND DRAWN BY ALBERT BEN WEGENER, 1933

Sketches drawn nude from photos of clothed players



Basketball Progress Tests Adaptable To Class Use

By H. T. FRIERMOOD
Department of Physical Education,
Y.M.C.A., Dayton, Ohio

BASKETBALL is unquestionably one of the most interesting of indoor team games. The speed, skill, and physical condition necessary to play the game well is appreciated by both spectators and players. Players of exceptional skill, those of mediocre ability, and the so-called "dubs" all enjoy the game, but players in the two latter classifications hardly ever receive individual attention and their playing ability is such that very little personal recognition comes to them.

Considerable time and assistance usually is necessary to make tabulations on individual players during actual games and yet players want to know facts about their personal basketball ability and skill. How to do this is often a problem.

In order to give boys and young men, ranging in age from twelve to thirty years, a simple check-up on some of the game fundamentals a series of tests was devised that proved interesting and helpful to each of the participants. These tests were such that they could be easily administered, the results could be figured up by each individual, and, with the exception of one "judgment" grade, were sufficiently objective to use in noting progress and changing skill from time to time during the season (at the start, near the middle, and at the end of the season).

The tests were used to check ability to (1) pass accurately with either hand, (2) pivot for efficiency and form, (3) dribble with speed and control, and (4) shoot accurately.

The equipment necessary for a class of from twenty to forty individuals was: four basketballs, four classroom chairs with a writing arm, one stop watch, one basketball goal, four jumping standards, score cards, and pencils.

The following explanation was posted on the bulletin boards several days prior to giving the tests:

BASKETBALL SKILLS MEET

To be given (*day, date, hour, and place*)

Open to all members of the ..... class.

These Events Give You a Chance to Check Up on Your Ability to: (1) Pass Accurately, (2) Pivot for Efficiency and Form, (3) Dribble with Speed and Control, and (4) Shoot Accurately.

Explanation and Set-Up of Events

1. *Pass Accurately.*—Ability to accurately handle and pass a basketball with either hand is a decided advantage to any player. This ability can be developed by conscious effort and definite practice.

Each competitor will take three trials with his right and three with his left hand from behind a twenty-foot restraining line attempting to throw the ball through a frame or space four feet wide by three feet high, the lower edge being three feet above the floor and the top edge being six feet above the floor. A clean pass (one that does not touch the edges of the space as it goes through) counts one point. Stepping on or across the restraining line is a foul and counts as a trial. *It is possible to make six points.*

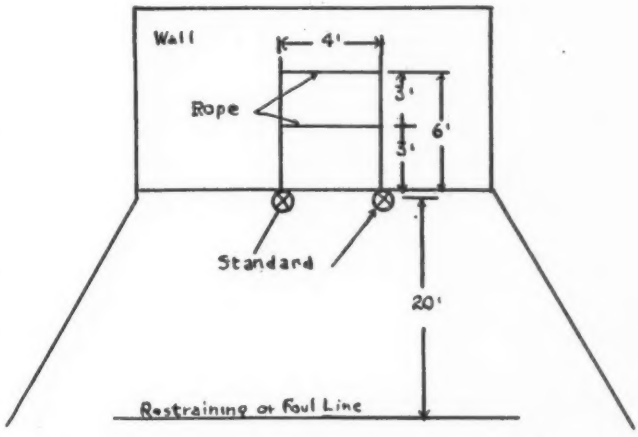
The equipment is set up as follows:

Set two jumping standards spaced four feet apart, close to a wall. Each standard should provide two points of support, one at three feet and one at six feet. Heavy cord or light rope can be tied around the standards at the points of support, stretched taut and parallel to the floor, forming the top and bottom of the four- by three-foot space. Rope or heavy cord is more satisfactory than wooden cross bars as the rope gives when hit and does not come off because it is tied at the proper place. By placing the standards close to the wall they are not knocked down when struck by the ball. The wall also causes the ball to rebound quickly to the passer or thrower.

A restraining or foul line is drawn twenty feet in front of the standards and the passer must stand behind this line before he makes his throw as well as after making the throw.

This test can well be given in a handball court or a small auxiliary gym.

Chalk or painted lines can be used on a wall instead of the standards and ropes but the judging is made more difficult.



2. *Pivot for Efficiency and Form.*—To be effective a pivot must be fast and deceptive and the step and reach must take the ball as far away as possible from the pivot foot which is the part closest to the defensive player.

The competitor will receive a pass from another person who will be stationed about ten or fifteen feet distant. As he receives the ball he will dribble toward the passer. The passer may either remain in place assuming a guarding position or he may advance toward the competitor who is coming toward him with the ball. The competitor will demonstrate each of the following pivots separately. He will receive the ball and dribble in for each demonstration.

1. Pivot on the *right* foot, stepping back one-quarter

turn on the *left* foot, stretching and reaching with the ball as far as possible away from the right foot, all the while watching the defensive man.

2. Pivot on the *left* foot, stepping back one-quarter turn on the *right* foot.

3. Pivot on the *left* foot, stepping across with the *right* foot.

4. Pivot on the *right* foot, stepping across with the *left* foot.

Smoothness of action and a wide step as well as a long reach away from the pivot foot will be considered in grading.

The following grades will be given: good—three points; fair—two points; poor—one point; bad—no points. *Possible twelve points.*

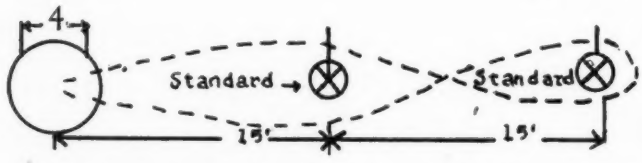
3. *Dribble for Speed and Control.*—Speed and control is the object of this test. A player should be able to regain possession of the ball in both hands and come to a complete controlled stop.

The start is made from the four-foot center circle. The start, "Take your mark—get set—go (or a whistle blast or a starting gun)," will be used to start each contestant. Time will be taken with a stop watch. Fifteen and thirty feet out from the center of the starting circle and on a line with a radius of the circle, standards will be placed. Each contestant will dribble past and around the two respective standards in a "figure-eight" manner, recovering the ball with both hands and coming to a complete stop with both feet in the starting circle.

Two trials will be given. The total time of the two trials will be the individual's score. If a contestant is off balance and steps out of the circle the trial is counted, a foul with another trial being given, but one second penalty is added to whatever time is recorded for the extra trial. If a contestant double-dribbles it is considered a foul and an extra trial is given but one second penalty is added to the time then made. The contestant may start to either the right or left of the first standard on the first trial but he must then start toward the opposite side when he takes his second trial.

Start and finish in basketball center circle.

Dotted line shows path of travel.



A total of ten seconds for the two trials is considered 100 per cent.

4. *Shoot Accurately.*—The object of the game of basketball is to outscore your opposing team. Free throws as well as field goals are the means of scoring. You must be able to make your free throws as well as the common "dribble-in-from-the-side" field goals.

(a) Free throws.—As long as consecutive throws are made the contestant continues to shoot. One point is given for each throw made up to five throws. If the contestant steps on or over the free throw line the throw if made does not count and additional throws cannot be attempted. *Five consecutive throws are considered 100 per cent.*

(b) Dribble-in shots from the sides.—Three trials from the right side using the right hand to attempt the shot are given.

Three trials from the left side using the left hand to attempt the shot are given.

As the dribble is completed the ball may be caught with both hands and lifted with both hands but the actual shot or final impetus and direction must be given with the hand designated.

One point is given for each shot so made. *A possible six points may be made on the dribble-in shots.*

A total of eleven points for the free throws and dribble-in shots is 100 per cent.

BASKETBALL SKILLS MEET SCORE CARD

Name..... Locker or basket No. .....

1—Pass accurately ....
R..... L..... %
.....

2—Pivot for efficiency and form..... .....
On R with ¼ L turn, step & stretch ..... %
On L with ¼ R turn, step & stretch ....
On L step across with R & stretch .....
On R step across with L & stretch .....

3—Dribble for speed & control ....
1st.....seconds %
2nd.....seconds .....
Total.....seconds

4—Shoot accurately ....
Free throw ..... %
R side .....
L side .....
Total ....

Average for the four tests ..... %
.....

Score Card Handed to Contestant at Beginning of Tests

SCORING CHART

1—*Pass accurately* (Six points give 100 per cent).

Points scored	6	5	4	3	2	1	0
Percentage	100%	83⅓%	66⅔%	50%	33⅓%	16⅔%	0%

2—*Pivot for efficiency and form* (Twelve points give 100 per cent).

Points scored	12	11	10	9	8	7
Percentage	100%	91⅔%	83⅓%	75%	66⅔%	58⅓%

Points scored	6	5	4	3	2	1	0
Percentage	50%	41⅔%	33⅓%	25%	16⅔%	8⅓%	0%

3—*Dribble for speed and control* (Ten seconds give 100 per cent).

Seconds made	*10.*	.1	.2	.3	.4	.5	.6	.7	.8	.9	*11.*	.1
Percentage	100	98	96	94	92	90	88	86	84	82	80	78

Seconds made	.2	.3	.4	.5	.6	.7	.8	.9	*12.*	.1	.2	.3
Percentage	76	74	72	70	68	66	64	62	60	58	56	54

Seconds made	.4	.5	.6	.7	.8	.9	*13.*	.1	.2	.3	.4	.5
Percentage	52	50	48	46	44	42	40	38	36	34	32	30

Seconds made	.6	.7	.8	.9	*14.*	.1	.2	.3	.4	.5	.6	.7
Percentage	28	26	24	22	20	18	16	14	12	10	8	6

Seconds made	.8	.9	*15.*
Percentage	4	2	0

4—*Shoot accurately* (Eleven points give 100 per cent).

Points scored	11	10	9	8	7	6	5	4	3	2	1	0
Percentage	100%	91	81	72	63	54	45	36	27	18	9	0

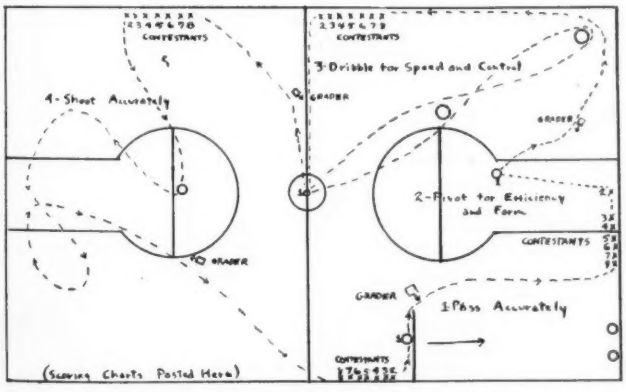
Administration of the Tests

These tests can be given to a class or group of twenty to forty in about a half to three-quarters of an hour in a forty-foot by sixty-foot gym. (A larger space is desirable.)

Preliminary to the arrival of the group the equipment should be arranged and the "graders" or raters assigned to their stations. Class members can be trained to do the grading and under the supervision of the class instructor or director do very satisfactory work.

As the class members arrive they each receive a score card on which they carefully print or write their name and locker or basket number if the latter information is desired and is of any use. After a little preliminary instruction and warm up they are divided into four equal squads and assigned to their stations. Each contestant holds his own card until it is his turn and then he hands it to the leader in charge while he competes. His performance is recorded by the "grader," his card returned to him, and he then goes to the end of the line at the next station to await his turn. The same line of travel or changing from one squad to the next should be followed out by all contestants to avoid "bunching" and slowing up of the schedule.

The following floor plan showing lines of travel has proved quite satisfactory.



When a contestant has completed all events he goes to the scoring chart (several may be posted) and figures up his grade. The score cards can then be turned in for check-up and record purposes or may be retained by each individual for his own study. If the cards are collected, for recording the information secured, it is well to return them later so each contestant may see how he scored and take steps to correct his faults and strengthen his weaknesses.

The scoring chart and the events may be changed or modified to suit particular needs and interests as the method and not the materials is the important thing.

The results taken from the individual cards are posted on a large sheet giving the names and records of all the contestants. A sample of the poster is given below giving just a few selected names and records to show the idea.

BASKETBALL SKILLS MEET

Results of last week's events

Name	*1–Pass*	*2–Pivot*	*3–Dribble*	*4–Shoot*	*Average*
Nead, Denny ...	6–100	12–100	11 –80	5–45	II–81%
Olt, Frank	4–66⅔	11–91⅔	12 –60	3–27	61%
Rab, Tom	3–50	9–75	13.3–34	2–18	44%
Seegmuller, G. ..	4–66⅔	10–83⅓	13 –40	5–45	59%
Shellabarger, J...	4–66⅔	11–91⅔	12.4–52	5–45	64%
Stautzenbach, B..	6–100	10–83⅓	12 –60	5–45	72%
Stautzenbach, Ed.	5–83⅓	12–100	10.8–84	5–45	III–78%
Stautzenbach, E...	5–83⅓	12–100	11 –80	4–36	77%
Waltz, Paul T. ..	3–50	10–83⅓	13.6–28	3–27	47%
Ward, Dale	6–100	12–100	11.4–72	2–18	73%
Wenrick, Stanley.	6–100	12–100	10.3–94	5–45	I–85%

This sheet shows a combined report of all contestants. Your individual card shows in detail what you did. Study it carefully and see where you need practice.

Sign up now for the Older Boys' High School League that meets on Monday and Thursday from 3:15–4:15 or the Senior League on Wednesday nights from 6:30–9:30.

Let's have another big basketball season.

The Committee.

READ THE

SPORTSWOMAN

A Magazine Published in the Interests of

WOMEN'S CLUB, COLLEGE, AND SCHOOL SPORTS

Hockey	Tennis	Archery
Lacrosse	Skating	Polo
Fencing	Basketball	Golf
Track	Soccer	Swimming
Riding	Squash	Badminton
Camping	Hiking	Winter Sports

ARTICLES BY FAMOUS SPORTSWOMEN

SEND FOR A SAMPLE COPY

SUBSCRIPTION PRICE—
$3.00 a Year

Special Student Price—4 or more subscriptions from same school or college $2.50 a year; 10 or more $2.00 a year

Write to

THE SPORTSWOMAN
5800 N. Mervine St.
PHILADELPHIA, PA.

AROUND THE COUNTRY

WITH J. E. ROGERS

I get frequently many good messages and words from our great philosopher, Clark W. Hetherington, who is at Stanford University. He is well and happy and is writing. It is hoped that some of his writings will soon be published. Professor Hetherington is very much interested in the problem of professional education in our field. I know we all look forward to having a printed word from him soon.

* * *

The splendid pamphlet, "Athletics for Girls—A Digest of Principles and Policies for Administrators and Teachers in Junior and Senior High Schools," has been in great demand. The first edition has been completely exhausted. The National Education Association is getting out a second edition and copies can be procured from their offices at 1201 Sixteenth Street, Washington, D. C. The price per single copy is 10 cents. Discounts: 2 to 9 copies, 10 per cent; 10 to 99 copies, 25 per cent; 100 or more copies, 33⅓ per cent.

* * *

I have received from Mr. A. O. Anderson, City Director of Kansas City, Missouri, a copy of their new course of study entitled "Health In The Curriculum."

* * *

The officers of the Department of School Health and Physical Education of the N.E.A. for the year 1934 are: A. W. Thompson, President; Dr. Edna Bailey, Vice-President; James Edward Rogers, Secretary.

The Department will meet with the N.E.A. in Washington during the week beginning Saturday, June 30, 1934.

* * *

I know many people who are interested in the national study of teacher training will be glad to hear that Mr. N. P. Neilson, general chairman, plans to be at the A.P.E.A. meeting in Cleveland where he will present the study before two groups, the Teacher-Training Section of our national organization and the State Directors. Many have been waiting a direct personal word from Mr. Neilson on this interesting study that has concerned practically all of our teacher-training institutions.

The following words received in a letter from Mr. Neilson are most encouraging: "In California, as far as the state department is concerned, we have retained our full personnel, with no reductions in salaries, and with no modifications in our program. The only cut we received was in our traveling budget and printing budget. The travel budget is so low that it keeps me in the office most of the time, but this I do not object to as I have plenty of work ahead. In about two months the material for our health program in elementary schools will be in the press and off my hands. I shall then take up again the national teacher-training problem, and try to have a final report for adoption next April."

* * *

South Carolina abolishes state athletic contests. The recent action by the South Carolina High School Athletic League, which recommends the abolition of all state contests, marks a definite step in the achievement of a sound physical education program.

* * *

A national study reveals why students leave school at the end of compulsory school age—fourteen and sixteen.

1. One-third leave school because of financial conditions.
2. One-third leave school at the end of the compulsory age period because it is customary.
3. One-third leave school because they do not like school.

This is an indictment. A number of our leading educators are saying that not only must we restore education, but we must revise it and reconstruct it so that it meets the needs of growing boys and girls.

Missouri has a monthly mimeographed bulletin from which we quote:

"Physical examinations should do the following things:

"1. Create further interest in the student in his or her own physical welfare;

"2. Provide positive information as to the present status of the individual in such measurements and conditions as can be largely controlled by exercise and hygienic rules of living;

"3. Classify students with regard to strength, endurance, and remedial defects, to the end that they may be safeguarded or referred to the proper sources for help;

"4. Provide more data for future study and research."

* * *

John M. Harmon serves as Director of Physical Activities for Men, including the required program, intramurals, and intercollegiate athletics under F. R. Rogers at Boston University. Mr. Giauque is giving his full time to the teacher-training program.

* * *

Miss Blanche M. Trilling, Director of Physical Education for Women, University of Wisconsin, writes: "You will be interested to know, I am sure, that on the whole our placements were unusually good this year, very much better than we had anticipated, and we have an especially fine group of entering freshmen. If you should happen to be in any part of this country at any time in the near future and are going to be near enough to manage to make us a visit, I hope you will let me know in advance as I should like to have you talk to our group of majors."

* * *

From California we have word that two well-known men in the physical education profession, Dr. Frederick W. Cozens of the University of California, Southern Branch, and Professor Eugene Nixon of Pomona College, are putting the finishing touches on a new book *Introduction to Physical Education,* which will be published by the W. B. Saunders Company.

* * *

From *A Call to the Teachers of the Nation* by The Committee of the Progressive Education Association on Social and Economic Problems, published by The John Day Company, Inc., we find the following interesting excerpt:

"Since the future should see a much further reduction in the hours of labor and a corresponding increase in the hours of leisure, much attention should be given in the curriculum to the development of the recreational interests of the coming generation. The proper utilization of leisure should create a veritable cultural revolution among the masses.

"The fact must of course be recognized that the school is by no means an all-powerful educational agency. Ordinarily it touches the child only after he has passed through his six most formative years. Then during the age of schooling its care embraces but one-sixth of his waking hours. Throughout his life, in varying measure and emphasis as the years pass, the individual feels the impact of the family, the community, the church, the playground, innumerable gangs and groups and clubs and societies, and that mighty array of agencies which have either appeared or waxed powerful within recent generations—the railroad, the telegraph, the telephone, the automobile, the airplane, the press, the library, the movie, and the radio. In spite of the fact that the school has developed with great rapidity during the past century, it remains today a relatively feeble instrument with which to refashion society. Yet under bold and competent direction it should be able, as an occasional page of history reveals, to leave a positive imprint on the life of our people. Under really gifted and inspired direction it might even provide a measure of social leadership."

If you want to study the set-up and organization of intramurals, you ought to plan to go to Ohio State and meet the Director, Mr. Harold Wood. Our good genial friend Wood was a star athlete at Oberlin. He had a catholicity of interests—he participated in football, basketball, and track.

* * *

Willard N. Greim, Director of Physical Education at Denver, has just sent me a Course of Study Monograph No. 32, *Physical Education for the Senior High School, Grades 10, 11, and 12.* There are very few new, modern, progressive courses of study or curricula for the senior high schools. Many people are working on such curricula.

* * *

In regard to the monograph, Mr. Greim makes the following statement in his letter: "In our latest monograph on senior high school physical education we have attempted to cause the student to assume some responsibility for his personal health and health habits. In the physical education course this attempt was made in two ways: The first was by asking the student to evaluate his own accomplishments in health and health habits rather than to have the teacher give a definite grade in physical education work. In the second phase of this work, an attempt is being made to give credit for physical activities of the student done outside of school. We have in mind particularly, the substitution of skiing, skating, hiking, bicycling, and other such activities, for a part of the required physical education program. Our feeling is that we would like to have the student assume more responsibility for his personal health, knowing that in this way the program would be followed when the student leaves school."

* * *

Guy Lowman is planning some very important sessions on teacher training at the Cleveland National A.P.E.A. convention. There is no more important topic facing our profession than that of teacher training. There are the questions (1) of over-supply and demand, (2) adequate training.

* * *

The second bulletin in the new series of *Graded Tests for Health and Physical Education* in the New York City schools has just been published. It covers the grades 4A to 6B. This series of graded tests is based on new procedures in curriculum making. A special committee is in charge and Miss Sally Lyons is acting as secretary and technical adviser.

* * *

Max Alletzhauser, the first in Minnesota. He developed physical education in Duluth before programs were started in St. Paul and Minneapolis. He is still active on the job at Duluth. He went there in 1899—thirty-four years ago. He is a pioneer in the Northwest. He was granted a national fellowship at Louisville last year and he deserves it. He is holding the line in Duluth and is doing a good job. Duluth has twenty-two gymnasiums. Practically every elementary school in St. Paul also has a gymnasium.

* * *

Wichita, Kansas, is always doing interesting things. The results of the vote taken in the intermediate and high schools in regard to physical education was most interesting.

Yes—Pupils who would take physical education if it were elective.

No—Pupils who would not take physical education if it were elective.

Total number of boys voting yes	3,051
Total number of girls voting yes	2,757
Per cent of boys voting yes	93.08
Per cent of girls voting yes	83.73
Total number of boys voting no	257
Total number of girls voting no	636
Per cent of boys voting no	6.91
Per cent of girls voting no	16.27

* * *

N. P. Neilson, State Director of California, who this year is President of the Society of State Directors, is preparing the program for that Society for the National A.P.E.A. meeting.

Minneapolis' high schools and junior high schools are very well equipped both with indoor and outdoor facilities. In some cases they are combined with the Park Department. The outdoor areas and also the upkeep are maintained by the Park Department. A splendid development is found wherein the Washburn High School and the Ramsey Training High School have common fields between both buildings. It was good also in Minneapolis to see all the school grounds fenced. This impresses people and prevents accidents and helps control the whole play situation. School grounds should be fenced. It helps the game and saves the child.

* * *

Dr. Herbert J. Stack is lecturer in Health and Safety Education at Columbia University and Rutgers University; Safety Supervisor, New York City Public Schools; Supervisor of Child Safety Activities in the National Bureau of Casualty and Surety Underwriters; Chairman of the Secondary Division, of the National Safety Council. These are a few of Doc. Stack's titles. We can only guess what he does for a living. Before entering the safety field, Stack was a coach and teacher of physical education and later a principal in the schools of Bridgeport, Connecticut. Following this he was Supervisor of Secondary Schools in Johnstown, Pennsylvania. Last year he lectured on safety education in over fifty colleges. For the last twelve years he has been tied up with the camping and scouting movements. When he isn't running all over the country trying to make Democracy safer and trying to take all the joy (accidents) out of life, he plays golf—occasionally he breaks under a hundred.

* * *

One of the men doing one of the finest all-round jobs is L. H. Hollway of Ann Arbor, Michigan. Not only has he a fine physical education program, but the best year-round intramural, extra-curricular program. His activities contain all the interests of childhood, including ping-pong, horseshoes, hiking, etc., as well as so-called major and minor sports.

* * *

Mr. Louis C. Schroeder, for many years connected with the International Y.M.C.A. both in this country and in Europe, has a background of great athletic and teaching experience which is impossible to put into detail here. Mr. Schroeder was a great athlete and a great gymnast. There are very few men in this country who have had the technical training and experience that he has. Some of the positions that he held in Europe are: Secretary of Physical Education for the Y.M.C.A.'s of Europe 1925–29; Director of Plays and Games Demonstration Paris Olympic Games 1924; Organizer First International Y.M.C.A. Games Copenhagen, Denmark 1927; Organizer International Y.M.C.A. School of Physical Education, Geneva, Switzerland.

Present interests: art, paintings, oriental rugs, and etchings. Hobbies: tennis, hiking, and mountain climbing.

* * *

It is impossible to tell the story of Buffalo. In spite of the depression, Buffalo has been able to keep its staff and the work is going on as usual. Some of the high spots are:

1. Buffalo conducts regularly, every summer, a school recreation program.

2. Golf is very much in the high schools, with eight teams, eight boys on a team, playing at the municipal park on Saturdays. There are both intramural and interschool tournaments.

3. Buffalo along with Detroit stands out as handling athletics as a regular administrative problem of education from the central office. I would say that Buffalo has one of the best set-ups for the handling of interschool competition. It is absolutely put on an educational basis—its player control standards—its centralized control in the hands of the supervisors of physical education—its centralized control in regard to budget and financing. It is splendid to see how the small high school is helped by the receipts from the large high school games.

4. Buffalo has one of the finest intramural after-school programs in the country.

5. The Buffalo stadium is famous. It is one of the finest high school stadiums in the country. This large, central, concrete, high

school stadium compares very favorably with any of the finest municipal college stadiums.

6. Several of the high schools are now getting stadiums. High school facilities both indoors and outdoors are very good.

7. Buffalo is also famous for its shower baths and bathing facilities. The baths and pools of the public schools are used for community bathing purposes—people take a real wash. There is a special department. Because of the whole-day use of the pools and shower baths, Buffalo school systems maintain a full-time chemist. He is one of the great experts in this field.

Carl Burkhardt is supervisor of elementary physical education; Ellis Champlin is supervisor of secondary education.

* * *

From my recent trips across the country I am quite convinced that it is necessary for teachers of physical education to be certified in teaching academic subjects. Many a major in physical education saved and held his job because he could teach academic subjects. In our very big cities there is opportunity for full-time service; but in our smaller high schools, a major must teach academic subjects. Our training schools must prepare and get their students certified. It means two things: (1) get a job more regularly, and, (2) hold the job. Twelve jobs were held in Syracuse because the majors were also certified to teach academic subjects.

* * *

Another need that was clearly demonstrated through my visits over the country is that supervision in education must not be inspection, but must be a helping field job. It has been a crime to see supervision in elementary grades being omitted. Of all places, it should be kept in the early age levels, especially in those schools where elementary physical education is in the hands of the classroom teacher. Supervision must be a field job—and the supervisor must become a helping teacher. The prejudice against the word "supervision" must be overcome by service.

* * *

Mr. L. W. Olds is doing a splendid job in intramurals at Ypsilanti. He writes: "We believe that we have one of the most complete programs in intramural athletics of any of the smaller colleges in the middle west. Last year we had approximately 900 men enrolled with 82 per cent of this number participating in intramurals. These are not the usual intramural figures, as no man is counted twice in the activities. Our programs call for 23 different sports. You may be interested to know that the carry-over type of sport is more popular than some of the team games. Enclosed for your inspection is a copy of our *Handbook* which is printed annually on the campus."

* * *

A word from Illinois. The second annual fall meeting of the State Physical Education Association held in conjunction with the High School Conference at the University of Illinois, November 23-24-25, discussed plans for a program of practical value, i.e., suggestions for meeting present conditions.

* * *

Minnesota.—Three hundred nineteen full-time teachers and over 1,000 part-time teachers. This makes a total of 1,319. Of course, outside of the big city, physical education is a part-time subject. Six hundred fifty of the high schools of this country for an enrollment of 150 and less have a faculty of 7 or less, and these 7 people must distribute among themselves all the many high school subjects that are prescribed by the state department and by the different accrediting organizations.

More important facts about Minnesota—fifty-six counties out of eighty last year had county play days. County play days have done much to sell physical education to the rural taxpayer. I am a great believer in the county play days. Other states that do much are Alabama, Maryland, Ohio.

Minnesota also has over six hundred gymnasiums. Although Minnesota lost a few teachers it has also gained a few teachers in physical education, so practically to-date there has been very little change in the number of people teaching it in Minnesota.

Mr. R. C. Tapp, City Director of Minneapolis, has been in that community sixteen years. He now has charge of all athletics and is also responsible for health education.

It May Interest You to Know---

ON THE cover of the November, 1933, issue of *The Sportswoman* is an attractive rhyme entitled "The Alphabet of Exercise." It was written by Miss Lillian Curtis Drew and concerns many pertinent commands that will increase bodily vigor and healthy living. The last three lines indicate the smartness of the verse,

"X-ercise and X-ercise
Youth will sparkle in your eyes
Zest for life will be the prize!"

* * *

THERE continue to be many interesting articles upon the subject of "Leisure." The entire number of the December *Recreation* magazine is concerned with this subject. This issue is full of meaty reading from the deeper philosophical articles by such famous authors as Nicholas Murray Butler, Newton D. Baker, Matthew Woll, Vice-President of the American Federation of Labor, and others, to many small articles and comments upon leisure by interested individuals. This number is worthy of study and thought.

* * *

IN ADDITION to the issue of *Recreation* mentioned above, Mrs. Roosevelt's page in the January number of the *Woman's Home Companion* is devoted to a discussion of *recreation*. Her ideas as expressed in this particular page have to do more with the after-effects of types of toys upon the child's trends in recreation than upon any organized type of training for recreation; but her contribution is of interest to parents and educators who are ever desirous of increasing their knowledge of child psychology.

* * *

DELEGATES from Citizens' Councils in all sections of the country met in November at Atlantic City. The tremendously important subject of tax delinquencies, that are putting many communities entirely out of educational progress, was discussed. Most cities are curtailed in tax collections to three-fourths of the assessed amount and many to much less. With the cities' source of revenue dried up, bankers are loath to lend funds. Cities face a virtual suspension of their activities unless citizens wake up and form councils to study and meet the situation with progressive suggestion and action.

The *Citizens' Council News Bulletin*, Vol. 1, No. 3, discusses some actions that have been taken by other councils and the necessary steps to form local councils. It may be obtained by writing to the Committee on Citizens Councils for Constructive Economy of the National Municipal League, 309 East 34th Street, New York City.

* * *

THE following material may be of interest in the JOURNAL as a news article. It comes from Henry G. Berberich of Syracuse, N. Y.

Something entirely new for the game of basketball has made its appearance. It is an accurate goal scoring device, patented by two Syracusans.

It plays on the human emotions which adds much to the game from the spectators' point of view.

Now low skimming fast balls that sometimes pass so close to the under rim of the basket can no longer deceive the officials, players, and spectators because the ball must pass through the basket or the signal is not registered.

The passing of the ball through the basket causes an electric light to flash and at the same instant a bell rings; a wire also carries the record to the scoring table.

Judging from the reactions of basketball audiences the device may be made imperative for all official games in the future.

The device is appreciated instantly when seen in operation; it thrills, and enthusiasm is kept at a very high degree.

It is indestructible, easily installed, and inexpensive.

IT IS interesting to note that the experience of states and cities so far discredits the method of trying to persuade tax delinquents to pay up by remitting penalties, offering discounts, or other inducements, in lieu of rigorous enforcement of the law as it now stands. If anything, such tempering is shown to have been conducive to further delays in anticipation of further favors. The minimum of tax delinquency is reported from a small group of communities which from the outset have vigorously enforced the tax laws. Providence is an outstanding example where from 90 to 97 per cent of the taxes have been paid in. Other progressive cities are Cincinnati, Peoria, Ill., San Francisco, and Indianapolis. These cities are forward looking and unafraid to demand the continuation of public credit and the maintenance of modern institutions.

* * *

IN THE *Teachers College Record* for November under the title of "Liberty and Learning, A Discussion of Education and the New Deal," William Russell, Dean of Teachers College of Columbia University, sums up the causes and effects of the present upheaval in education and politics. His reasoning is clear and lucid and his conclusions powerful.

* * *

THE American Red Cross Life Saving Service will hold their Aquatic Schools for the eleventh season. The men will meet Wednesdays from January 3 to February 21, from 7 to 10 P.M.; and the women, Mondays from January 8 to February 26, from 7 to 10 P.M. The practice sessions will begin for men on February 28 to May 16 and for women from March 5 to May 21. The work is in charge of Charles Scully, Director of Life Saving Service, American Red Cross, New York Chapter, 315 Lexington Ave., New York City.

* * *

ONE valuable medium of information concerning the efficacy of the health and physical education program in the day-by-day life of the home is furnished in a series of nine timely articles on the health and welfare of school children by Dr. Allen G. Ireland, Director of Physical and Health Education of the New Jersey State Department of Public Instruction, and sent out by the Health News Service of New York City. These comprise a news feature syndicate which is organized to disseminate scientific knowledge of health throughout the United States. Dr. Ireland writes these weekly articles on the school child's health and they appear free of charge in newspapers and syndicated columns. The articles are followed eagerly by a large number of parents and are an excellent medium for educating the public to the importance of health work in public schools. Dr. Ireland is making in this way a very constructive contribution to the growth and understanding of the physical and health education program.

The titles of some of the articles are "The School Lunch Box," "What Should a Child Eat," "The Child's Vitamins," "Caring for the Teeth," "Visiting the Doctor," etc.

* * *

ONE of the first schools to benefit from the new government CWA program is the University of Minnesota with its plans for a new Sports Building. The total cost of the building will be about $350,000, of which the government will contribute approximately $85,000. The building will be modern in every detail and will contain quarters for intramural and varsity sports and for physical education classes. In this way the government is putting many Minnesota men back to work and the University is acquiring a splendid addition to its athletic plant.

* * *

THE Florida Association of Physical and Health Education met in convention with the Education Association in December at Tampa. Mr. H. E. Spaulding, Jacksonville, was Chairman of the meeting and Miss Helen Lynch, Secretary. The speeches on the subjects "Teaching Health in High School," "Physical Education in Junior High School," "What Some other Nations Are Doing," were given by Miss Helen Lynch, St. Petersburg High School, Mr. D. B. Wright, Woodrow Wilson Junior High School, Tampa, and Miss Katherine Montgomery, Tallahassee, respectively. A round-table discussion on "Problems of High School Physical and Health Education for Girls" was led by Miss Fannie B. Shaw, Extension Division, University of Florida.

A Tempting Tap Only $2.75

Bench made tap shoes, at this price, of this quality, don't grow on trees these days. To tempt your order into the mail we offer this popular student model tap shoe. Hand turned, with 1-inch leather heel, Price $2.75. Professional models slightly higher. Taps free.

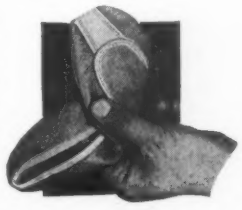
This— and 7 More Pages in Our New Catalog

Should interest you.

The greatest catalog in America devoted to dance shoes, practice rompers and accessories is now ready. Here we show the craftsmanship of our own workmen, not a mere assembly of merchandise. Write for a copy today.

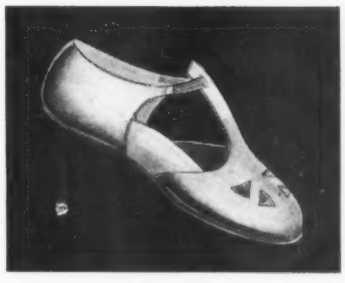
Leoway Ballets, $1.85

Soft toe ballets made by the world's first successful method of duplicating handmade features by machine. (U. S. Pat. No. 1927211.) The saving is in the price. You get proper point and fit, hand lasting, short elk sole, all the flexibility of a glove.



Nature Sandals

An inexpensive shoe for acrobatic or interpretive dancing. Softness permits immediate shaping to foot. Tan, black or white leather with genuine elk sole, $1. With crepe rubber sole, $1.50.



Satisfactory fit by mail guaranteed. A wider selection to choose from. Write for this catalog. Special prices on quantity orders.

ADVANCE
Theatrical Shoe Co.

159 North State Street
Sixth Floor
Chicago

6412 Hollywood Blvd.
Hollywood, Calif.

Central District Association News

IOWA

Louis E. Hutto

The Iowa Physical Education Association held its annual meeting in connection with the state teachers' association on November 3 and 4 in Des Moines. At the general session on Friday, Dr. C. H. McCloy, Professor of Physical Education, University of Iowa, gave a splendid professional address and Dr. E. T. Peterson, Professor of Education, University of Iowa, discussed the modern program of physical education from the standpoint of the general educator and school administrator. The usual sectional meetings were held. The women's section tentatively adopted the report of the committee for establishing a state-wide point system for girls' athletic associations. The executive work connected with the conduct of the program will be rotated among the three state schools, which include the State University at Iowa City, the State Teachers College at Cedar Falls, and the State College at Ames.

The meeting of the health section was of special interest and value to certain members of the association. The meeting was devoted to consideration of the mental health of children. Probably more health education people attended than there were people working specifically in physical education. This narrowing of interest by physical education people is of course unfortunate and is not by any means limited to Iowa alone. Some of our greatest opportunities lie in the field of mental health. Officials of the Iowa Physical Education Association recognize this weakness and are planning further educational procedures for our members in these wider fields.

The Association presented two demonstrations, one for the county superintendents of the state and one for its own members. A large part of the new state plan for rural and elementary schools was demonstrated by children from the Des Moines schools. The most inspiring demonstration was by children from Levy rural school. These children described how they had chosen their activities and planned their program. They showed how they were securing equipment for their work such as gunny sacks and old rugs welded into a mat, broomsticks, horse shoes and jumping ropes from home, an old rubber ball, home made rope rings, and so on. Forgetting embarrassment in their interest they explained all these things to large groups and demonstrated the things already learned. School had changed from mere drab existence to a place of interest. Other subjects benefited, especially reading, because the children wanted to look up new things to do and new games to play.

Officers for the year 1933-34 were elected as follows:

President—Karl B. Greenlee, Des Moines

Vice-President—Doris White, Cedar Falls

Vice-President—Ruby A. Holton, Des Moines

Secretary—Theresa Anderson, Des Moines

Treasurer—Otto Wurl, Council Bluffs

Representative to the National Council—Karl B. Greenlee, Des Moines

Representative to the Central District—Martha Prior, Sac City, and Duke Williams, Des Moines.

Sections:

Coaches' Section—Chairman, C. S. Roberts, Ames; Secretary, Art Rust, Newton.

Health Section—Chairman, Elizabeth Bruger, Cedar Falls; Secretary, Ruth Brown, Des Moines.

Women's Section—Chairman, Jane Harris, Sioux City; Secretary, Jane Shurmur, Iowa City.

MINNESOTA

Edgar W. Everts

The Central Division of the A.P.E.A. will meet in St. Paul, April 4–7, 1934. W. W. Kilbourne, City Supervisor of the St. Paul public schools, is convention manager with Roland Johnson, of the Monroe Junior High School, assistant manager. Regular meetings of the local committee members are scheduled during December. It is hoped that most of the convention arrangements will be completed shortly after the holidays.

In acting as host for the convention, St. Paul can be depended upon to make the visit of the visiting members of the profession most valuable and enjoyable.

Remember the dates, April 4–7, 1934. Plan to be with us.

Physical education was definitely a part of the program at the sectional meetings of the Minnesota Education Association during October. James E. Rogers, Director of the National Physical Education Service, was a speaker at the northwest section meeting held at the Moorhead State Teachers' College. Mr. Rogers spoke at one of the general sessions and at two sectional programs. Frank McCormick, Director of Physical Education and Athletics at the University of Minnesota, spoke at both the St. Cloud and the Duluth meetings. Miss Doris White, of the Iowa State Teachers' College, was the speaker at Winona. Edgar W. Everts, State Director of Physical and Health Education, led a discussion at the southwestern section meeting at Mankato.

The Council of the Minnesota Physical Education Association will meet in December. George Olsen of Red Wing is president of the State Association. The State Association plans to give fine support to the Central Division convention.

The Minneapolis section of the State Association is very active under the leadership of Hugo Fisher of the Lincoln Junior High School and plans to hold several interesting meetings throughout the year.

Rudolph Perlt, Secretary of the State Association, reports that the Duluth section is enrolled 100 per cent in the State Association.

Judged from the number of physical education teachers employed, Minnesota has held up very well in the present economic situation. Reports to the State Department of Education show that there were a total of 1,011 full- and part-time teachers of physical education during the school year 1932-33 while for the current school year there is a total of 1,038 teachers.

NORTH DAKOTA

Hazel Dettman, Sec'y-Treas., Fargo

The North Dakota Physical Education and Health Association met in conjunction with the North Dakota Education Association at Minot, November 2, 3, 4. The first meeting of the group was a dinner in the Leland Parker Hotel. The President, Miss Helen Westfall of Mayville, presided and gave a brief review of the work done the past year. Officers to serve for the coming year were elected. They are: President, P. E. Mickelson, Supervisor of Physical Education, Fargo City Schools; Vice-President, F. C. Spalding, Director of Physical Education, State Teachers' College, Valley City; Secretary-Treasurer, Hazel Dettman, Director of Physical Education, Woodrow Wilson School, Fargo. F. C. Spalding was also elected state representative to the Central Association meeting to be held in St. Paul.

At another meeting, President C. C. Swain of the State Teachers' College at Mayville gave a talk, and a report of the Mid-West Association, held at Wichita, Kansas, was given by Hazel Dettman. Members were urged to attend the Central Association meeting this year, as it is so near, and because at present we need more inspiration, new interest, and more strength through union. A demonstration of practical work was also given by the physical education teachers of Minot.

The physical education teachers of Fargo, North Dakota, have exemplified the enthusiasm with which they are attacking their work this year by forming their own city organization. There are eighteen physical education teachers in the Fargo public schools. They met, elected officers, and agreed to meet once each month. These meetings are for the purpose of professional growth, which may be accomplished through demonstrations, discussions, research work on the part of some member, or possibly an outside speaker. One meeting took the form of a noon luncheon at which Miss Helen Westfall, retiring President of the State Association, was guest speaker. P. E. Mickelson, President of the State Association, presided at this meeting.

Officers of the Fargo Association are: President, D. D. Gates; Vice-President, E. E. Kaiser; Secretary, Helen Ballard.

Mid-West District Association News

ILLINOIS

Louis Kulcinski

State Physical Education Association Officers (1933–34)

President—Miss Ellen Mosbeck, High School, Pekin

Vice-President (first)—Wirt Downing, High School, East St. Louis

Vice-President (second)—Velda Jordan, High School, Oak Park

Secretary-Treasurer—C. J. Bergeson, High School, Casey

National representatives to the Legislative Council—S. C. Staley, University of Illinois, Urbana; Louis Kulcinski, Office of the State Superintendent of Public Instruction, Springfield

Mid-West representative—Louis Kulcinski

State Reporter to JOURNAL OF HEALTH AND PHYSICAL EDUCATION—Louis Kulcinski

Officers of the State P.E.A. Divisions

1. *South Central Division—Springfield:*

President—T. E. Royal, 526 South State St., Springfield

Vice-President—Miss Mary E. McCoy, Director of Physical Education, Pana High School

Secretary-Treasurer—Miss Grace Lomelino, Springfield High School, Director of Physical Education

2. *Southern Division—Carbondale:*

President—H. B. Tabor, Physical Education Director, Benton High School

Secretary-Treasurer—H. E. Exter, Physical Education Director, Cairo High School

3. *Peoria Division—Peoria:*

President—C. Graner, Supervisor of Physical Education, City Schools, Peoria, Illinois

Vice-President and Secretary-Treasurer—Miss Marie Wiegman, Peoria Public Schools

4. *Western Division—Galesburg:* (October 13, 1933)

Chairman—Frank Wilcox, Media

Vice-Chairman—Don Roberts, Rio

Secretary—Miss Dorothy Mahn, Monmouth

5. *North Eastern Division—Joliet:*

President—Arthur Roggen, High School, Elgin

Vice-President—Ralph Fletcher, West High School, Aurora

Secretary-Treasurer—Wilda Lagon, High School, Elgin

6. *Chicago Division—Chicago (local federation):*

President—A. H. Pritzlaff, 460 South State, Board of Education, Chicago

Council Members

Mr. S. C. Staley, Past President of the State P. E. Association

Mrs. Vera Kraft-Noble, President Illinois League G.A.A., 11 South LaSalle St., Chicago

President Illinois Coaches Association

Louis Kulcinski, State Supervisor of Physical Education

Division Presidents and State Officers.

The printed program of the High School Conference will emphasize the importance of the physical education section in relation to practical needs. A very large group attended and many favorable comments were heard about the caliber and quality.

Dues are payable *now* to the new Secretary-Treasurer, C. J. Bergeson, Physical Director, High School, Casey, Illinois.

Send in items of personal interest, announcements of demonstrations, innovations or any news or information that will be of interest to other state teachers.

Our state association is growing. We need your initial interest and support. We want you to be a committee of one to bring in members. Bring yourself in; then start with others. A total enrollment of 165 members shows an increase of 49 over last year.

Physical Education Section
(Illinois State Physical Education Association)

S. C. STALEY, University of Illinois, *Chairman*

LOUIS KULCINSKI, State Department of Physical Education, Springfield, *Secretary*

Morning Session, 9:30 o'clock

Upper Gymnasium, Woman's Building

9:00 Registration—Upper Hall, Woman's Building.

9:30 "Economies in Physical Education"—G. W. BEDELL, Carlock High School.

"Current Practice in Relation to Current Needs in Physical Education"—Prof. C. H. MCCLOY, University of Iowa.

10:30 Business Meeting—S. C. STALEY, presiding.

Sectional Meeting

GEO. O. DERTINGER, Mt. Pulaski Township High School, *Chairman*

Upper Gymnasium, Woman's Building

11:00 "The High School Physical Education Program"—GILBERT CARSON, Charleston High School.

"Athletics in a Small High School"—A. W. HEATH, Waverly High School.

Sectional Meeting

ELIZABETH REARICK, MacMurray College, *Chairman*

Upper Parlors, Woman's Building

11:00 "Organizing a One-Teacher Physical Education Department"—EVELYN J. NELSON, Kankakee High School.

"English Folk Dancing in the Physical Education Program"—LOUISE FREER, University of Illinois.

Sectional Meeting

W. S. ANGUS, Charleston College, *Chairman*

210 Woman's Building

11:00 "Health and Physical Education in the Senior High School"—G. A. HASKIN, Pontiac High School.

"Athletics in the Rural High School"—O. A. TOWN, Reddick High School.

12:00 Luncheon and Business Meeting, Illinois League of High School Girls Athletic Associations, 804 S. Mathews Street, Urbana. Price $1.00. Mrs. VERA KRAFT NOBLE, *Chairman.*

12:15 Luncheon for Coaches, Newman Foundation.—CRAIG RUBY, *Chairman.*

"The Current Athletic Situation"—GEORGE HUFF, University of Illinois.

"The Coach and the Doctor"—Dr. L. M. T. STILLWELL, University of Illinois.

"The Care of Common Basketball Injuries"—W. W. BROWN, University of Illinois.

Afternoon Session

A. Coaches Meeting, 2 o'clock

A. G. Haussler, Pekin High School, *Chairman*

300 New Gymnasium

2:00 "Recent Developments in Basketball"—CRAIG RUBY, University of Illinois.

"Coaching a Winning Team"—K. J. LIPE, Thornton Township High School, Harvey.

"Proposed Changes in the 1934 High School Football Rules"—H. V. PORTER, State High School Athletic Association.

B. Illinois League of High School Girls Athletic Associations, 2 o'clock

J. ANNE BROWN, *Chairman*

Women's Gymnasium

2:00 "Demonstration of the Bancroft Posture Test"—VELDA JOHNSON, Oak Park High School.

"Suggestions for Teaching Health"—W. FLORENCE LAWSON, University of Illinois.

"Archery Demonstration"—ELLEN MOSBECK, Pekin High School.

"Individual Sports"—ESTHER FRENCH, East High School, Aurora.

6:15 Association Dinner, Price 60c. University Club, 1206 W. Illinois, Urbana. C. E. HORTON, Normal University, *Chairman.*

"Present Trends in Physical Education"—Prof. C. H. MCCLOY, University of Iowa.

A Wise Decision

A Health Play for Elementary Children

By Mrs. A. L. Morgan

Dowling Junior High School, Beaumont, Texas.

Scene—A school ground just after dismission.
Time Required—About twenty minutes.

Characters

Harry, a fat boy
Thomas
Jack
Dorothy
Frances
} School children dressed in ordinary school clothes

Prince Illness, dressed in long shabby robe, with black crown on his head

Imps of the Prince
Underweight
Grouchiness
Quarrelsome
Indigestion
Germ
} Dressed in dark colored, ill-fitting clothes, with tousled hair and dirty faces, and carrying large wooden knives or daggers

Princess Health, dressed in light pink costume, with silver crown on her head

Aides of the Princess
Good Food, green costume
Cheerfulness, yellow costume
Exercise, blue costume
Cleanliness, white costume
Friendliness, lavender costume
} These costumes of different colored crêpe paper are made with short, full, and fluffy skirts, straight waists with large bow of the paper in the back.

Any number of school children for tumbling stunts.

(Enter Dorothy, Harry, Thomas, Frances, and Jack. Harry is eating a chocolate bar.)

Dorothy: O, there's Harry eating another chocolate bar. That's the third I've seen him eat today!

Harry: Well, what of it? I like them and they don't hurt me.

Thomas: Yes, they do too, they make you too fat and Miss Harold said that you were overweight now. You won't make the team if you get much fatter.

Frances: Candy eaten between meals is not good for children. I know, for our doctor says so.

Harry: Aw! I don't believe in all this stuff the health teachers and the doctors tell us now. I am well and strong and about as big as any of you and I eat just what I like any time I want it.

Jack: Well, you'd better begin to obey the health rules we talked about in class today.

Harry: I tell you there's nothing to all those silly rules. I drink coffee every morning for breakfast and I don't like fruits and vegetables.

Frances: I suppose you think it's smart to drink coffee instead of milk.

Harry: Aw! Milk is for babies and sissies. I ate three hamburgers for lunch today too. I suppose I shouldn't have done that either.

Dorothy: O, Harry, that's too much meat for you. Meat is all right and so is candy, but not the way you eat them.

Harry: Another silly rule is about opening your windows at night. These cold nights I can't stand the air coming in, so I sleep with my windows closed all winter.

Thomas: Now I know you won't make the team if you do that. You have the funniest ideas about health!

Harry: I'll make the team all right—you watch me—I can practice real hard just before the next game.

Jack: I'm not so sure about that; you remember you didn't have much wind when we practiced yesterday.

Thomas: Well let's go to the basketball court, boys, it is almost time to begin practice.

Harry: You fellows just go on. I'll be there in a little while. I think I'll rest for a few minutes.

(All go off except Harry who sits down on one side of stage, yawns, and stretches as if he is sleepy.)

Harry: Aw! Those sissies make me tired always talking about their silly old health rules. O, my, think I'll lie down a while. *(He yawns again and lies down as if asleep.)*

(Enter Prince Illness and his imps singing their song. Last verse is sung slowly as if they are very tired.)

Illness Song
(Tune, London Bridge)

A bunch of jolly fellows we, fellows we, fellows we,
A bunch of jolly fellows we, O, Me, My, O.
We don't care for rules of health, rules of health, rules of health,
We don't care for rules of health, O, Me, My, No.
We just romp and play all day, play all day, play all day,
We just romp and play all day, O, Me, My, O.
When we're sick we feel so bad, feel so bad, feel so bad,
When we're sick we feel so bad, O, Me, My, So.

Prince Illness (*angrily*): What's the matter, imps, can't you sing better than that?

Underweight (*bowing*): O, Your Royal Highness, we are very tired and ill.

Grouchiness: Yes, indeed, we are tired and we do not like to sing.

Prince: What, Ho! Brighten up, my good fellows, I have good news for you. One of the children refuses to obey all health rules. Is not that cause for rejoicing?

Quarrelsome: O, yes, my lord, but what can we do about that?

Prince: O, you lazy imps, get ready with your most weird dance. Our new subject lies sleeping over there. (*Points to sleeping Harry.*)

Indigestion: Your honor, I have been with this boy all the afternoon.

Prince: For once you did your work well, Indigestion.

Germ: O, Prince, I will take care of his hands for he does not wash them before eating.

Prince: Well spoken, Germ, I knew I could depend on you. Now let us hurry and take him for our very own.

(Imps dance around sleeping boy, making ugly faces, and pointing daggers and knives at him as if they mean to stab him.)

Prince: Away quickly, imps, here comes the Princess of Health. We will have to wait until another day to capture him.

(Prince and imps run off stage as Princess Health and her aides enter from other side, dancing to light, quick music. After the dance they sing their song.)

Good Health Song
(Tune, The Muffin Man)

Do you want to be strong and well,
Strong and well, strong and well,
Do you want to be strong and well?
Obey the rules of health.
Eat proper food, drink good rich milk,
Eat proper food, drink good rich milk,
Eat proper food, drink good rich milk,
If you'd be strong and well.
Fresh air, sunshine, and exercise,
Fresh air, sunshine, and exercise,
Fresh air, sunshine, and exercise,
Will keep you strong and well.

(As they finish the song, they sit on the floor in a semi-circle at back of stage with Princess Health in center.)

Princess Health: Now, my dear helpers, I should like to hear about our friends, the children, and how they are obeying the rules of health.

Good Food Aide: O, Your Highness, I have a splendid report to make. Most of the children have eaten proper food since they have learned the health rules.

Princess: How wise of them, for they should know it is for their own good that they try to keep well.

Exercise: Your Highness, I too have a good report. Since the children have started playing in the fresh air, they have learned to do all sorts of tumbling stunts. Would you like to see them?

Princess: Yes, indeed, will they do these stunts now for us?

(Children spread mats in center of stage and do tumbling stunts they have learned in physical education class. Such stunts as the elephant walk, walk-over, fish flop, cart wheels, head stand, forward and backward rolls, human ball, and forming a pyramid may be used.)

Princess: That is surely very wonderful. If they were not strong and well, children could not do those stunts. What else is there to report? Cleanliness, you have not spoken.

Cleanliness: O, Your Highness, I have a sad report. There is one little boy who refuses to observe all health laws. He does not eat properly, does not sleep with open windows, and I am afraid he finally will be sick.

Princess: I am very sorry to hear of this. What must we do about it, helpers?

Friendliness: Good Princess, the boy is here (*pointing*). Let us try to help him.

Aides (*together*): Yes, let's do.

(Princess and aides go to Harry, walk slowly around and appear trying to help him. They finally go softly off stage as he begins to wake.)

Harry (*sitting up and rubbing his eyes*): O, Princess, I will start keeping health rules. (*Looks around*). O, where did they go?

Jack and Thomas (*entering*): Harry, aren't you ever coming to practice? We need you.

Harry: I guess I've been asleep and have been dreaming. O, such a dream! Prince Illness almost got me too. Well, boys, I've decided to begin obeying health rules at once.

(Enter Frances and Dorothy).

Dorothy: Good for you, Harry, I'm sure you will be glad always that you decided to obey the rules of health.

(All characters on stage as they sing together the Good Health Song.) CURTAIN

Physical Education in France

(Continued from Page 11)

Page four of the Record contained a space for remarks for the Doctor and Teacher of Physical Education

PERFORMANCES		Boy (12 to 15)	
Racing 30-40-60 yards		Throwing Ball = 90 gr. Weight = 2 k°	
Jumping High Long		Swimming	
Junior (15 to 18)		*Senior* (18 and Above)	
Dates	Dates	Dates	Dates
Fast race 80 yards	Weight 5 K°	fast race 100 yards	Weight 7K°250
Fast race—for- (long) bidden	Disk Jumping	fast race 400 yards	Disk Jumping
Stayers 1200 yards	High Long	stayers 1500 yards	High Long
Stayers—for- (longer) bidden	Swimming	stayers 3000 yards	Swimming
Hurdles 83 yards		Hurdles 110 yards	

Page five of Physiological Record

Some Observations

(Continued from Page 29)

we almost completely neglect the motor centers of the brain which control large movements of the "natural" type.

At first thought this may not appear to be of such vital importance to the functioning of a personality, but from the psychological standpoint the fundamentally important tendency to habit formation is lost through disuse. Building up these mental processes involving the motor centers and nervous system may very possibly serve to help individuals to so live that they may maintain values in their proper proportion. In all learning, the more frequently an act or series of acts has been performed, the greater the ease of the performance and the less the degree to which conscious action is required. Common instances of the deterioration of a habit through disuse are found in the loss of the finer skills in golf, tennis, baseball, handball, squash, etc., when practice has been neglected. Activities called out frequently because the stimuli to them are present, and activities which result in increased satisfaction or in cessation of discomfort, tend to become habitual.

Habit formation (through modification by use, satisfaction, etc.) is important on a higher level than mere reflex actions.

Activities in games and the physical education program involve the whole nervous system, and habits formed through physical activity have an important rôle in a patient's whole behavior. His mental processes as well as physical may be quickened and stabilized. Patients participating in these games involving psycho-neuro-muscular skills re-activate these motor centers of brain and a pronounced tonic effect results, hard to measure to be sure, but the immediate reactions are quite apparent—they again seem to have "tuned in." They relax, they behave as normal, they converse, they play, they again live outside themselves.

Case E.—A man fifty years of age with a long history of mental sickness displaying a tendency to be keyed up.

Every morning of hydro-therapy over a period of several weeks he urged that I take him for some handball activity. A game was finally arranged for the morning following one of these hydrotherapy treatments. At the break of dawn of the appointed morning this individual prepared for his game. Current plans, however, stipulated that he should not only prepare for breakfast but report to breakfast. That was very disheartening after being set for a brisk workout, but after some emphatic urging he reluctantly reported to breakfast. Not to be outdone, this patient quietly finished his breakfast and immediately returned to his room where he quickly shifted into his playing equipment, determined to be ready for the forthcoming game of handball. But it seems that the schedule called for a walk before the gymnasium period. Receiving this second setback to his plan of activity, the patient became quite disturbed. He removed his "gym" clothes again and developed a very abusive line of talk—but, he went for his walk.

After the walk he received the announcement that the hour had arrived for his handball match. He was still very abusive, and what is more, decided not to fulfill his engagement—he just would not play.

Several methods were employed to induce him to the gymnasium and all failed. Finally several nurses ushered him to the gymnasium dressing room. Upon arrival he announced that he was there under compulsion and wanted that clearly understood. After a few minutes on the floor, however, he began to play, and soon he laughed and joked. Following a workout of about forty minutes he came to the conclusion that the physical activities had made this the best day he had had since his entrance into the hospital. This carried over throughout the day—he returned to the floor and seemed to be a changed man; pleasant, amiable, considerate, natural. I certainly believe that through the playing of games his physical and mental processes developed indications of being stabilized.

Case F.—Another case of a man forty years of age, very much depressed, having a great feeling of inadequacy and giving himself no credit for anything he does. He tends to be introspective, and compares himself unfavorably with others—he lacks confidence.

This gentleman reported to us feeling very weak; that is, he himself believed that he was inferior physically in spite of the fact that he was an exceptionally fine physical specimen. After a couple of weeks of light work in the gymnasium which included such activities as chest weights, rowing machine, traveling rings, stall bars, medicine ball, ping pong, paddle tennis, baseball, volleyball, and postural exercises he showed indications of enjoying his periods of physical activity and made a very favorable social adjustment with the group.

Several months have elapsed and today he stands out in his activities evidencing alertness, coordination, quick thinking in play, and speed and grace of bodily movements. He carries himself with a poise which reflects a complete command over himself emotionally as well as physically, and he gives every indication of viewing things in their proper proportion. An excellent example of the stabilization of physical and mental processes.

Therefore in our development of a program for these mentally sick we do so on the basis that man is a unity, an organism in which the mental and physical factors are interdependent. Activities to be of value must be physically wholesome, mentally stimulating and satisfying and, since response activities of games offer effective stimuli to social consciousness, those games are offered which create social activities in the patient in harmony with social custom.

Winter Sports to the Fore

(Continued from Page 19)

As a climax to last year's season, a large number of students were taken to a maple sugar camp for a "sugar eat." The whole process of making maple sugar was shown and explained in addition. This will probably be an annual affair.

It should be explained that the reason more emphasis has been placed on skiing rather than skating is because the college rink has not frozen solidly enough to be used for the past two years. A small public rink was used by the outing activities classes.

In conclusion, let it be said that while winter sports cannot be a huge success in an uncertain climate, it is worth while to make the effort. If no attempt is made, many will never have tasted the thrills that winter has to offer. Others may go on and pursue these activities at a more opportune time and place.

The Education of the Birth Injured

(Continued from Page 16)

causes which are contributing to that particular disturbance.

AT THE Neurological Institute the birth injured cases are placed in a special school, as soon as the disturbance is recognized, where mental and muscle training work begin and proceed simultaneously with a minimum of distraction from a definite daily routine. One hour daily is allotted to muscle training followed by an hour of rest, and during the remainder of the waking day the patients are kept occupied by studies and such games as tend toward enhancing coordination. Care is exercised in the selection of patients; cases of marked mental deterioration and those showing progressive disturbances are excluded. A close contact with the home is kept to make certain that the parents are cooperating in the program, which in the main tends to make the child self attendant. This is necessary to augment rather than to distract from the influences of the school. Emphasis is placed on the fact that when the child is ready he should be transferred to a normal school environment.

Through this procedure the patient gradually learns to gain such control of certain muscle groups as will serve him to attain the desired end. In this way, he will eventually be able to disassociate the emotional factor from the muscular act, thereby eliminating the barrier of estrangement and unconventionality, existing between himself and his social environment. He will learn to understand himself, his own limitations and possibilities; and, with this appreciation and the acquisition of more efficient coordination, a new world will open up to him. True, this cannot be achieved over-night. Only through long and repeated exercises will the patient gradually acquire a facility for pattern delivery that calls into play the minimum of musculatory effort.

THE psychological attitude on the part of the patient is, of course, of tremendous importance. Unable to do things in a customary way, he is liable to become morbid or skeptical. His salvation, he is told, lies in learning to let go of himself and relax; but at the same time he is requested to make new efforts of readjustment. What is the meaning of this paradoxical request? The answer lies in the peculiar nature of the disease itself, which might be called the fate of the overflow. The fate of the patient depends upon the utilization of this overflow. Either it is directed and utilized through proper training, in such a way as will serve him in finding a happy place in the social order, or he is destined to remain an unhappy stranger to himself as well as to society. Muscular training is only the beginning of diverting this superfluous energy into successful movement What the patient will be able to do with his excessive energy in the way of creating for himself a philosophy of life, and of discovering a mode of behavior which would lead to the realization of this philosophy, will depend upon his mental endowment, his moral character, and the opportunity which society is willing to give him.

The Depression and Education

(Continued from Page 13)

It smacks too much of monitorship and inspectorship. But certainly we must restore trained helping teachers in the field on the job to aid classroom teachers to carry on their physical education program. I hope later to write about my observations of what has happened in regard to supervision. I have accumulated thirty definite arguments showing that supervision pays and what happens when you omit this feature. Therefore, we have another campaign, which is to restore supervision in our field.

MAY I mention here that my personal field visits, in general, substantiate the statistical statement made by my namesake, Dr. James F. Rogers, in the November JOURNAL:

"However, from very recent returns from 645 cities, of from 5,000 population and up, we have the following statistical picture with regard to what has occurred from September, 1930, to June, 1932. In 81.2 per cent of these cities physical education activities were maintained as in preceding years; in 3.2 per cent they were increased; in 11.6 per cent, they were reduced; and in 4.0 they were eliminated. By population groups the figures are as follows:

Population	*Maintained*	*Increased*	*Reduced*	*Eliminated*
100,000 and over	80.6%		19.4	
30,000 to 100,000	87.5	3.4	9.1	
10,000 to 30,000	75.8	4.3	16.6	3.3
5,000 to 10,000	82.8	2.8	8.6	5.8

Yet statistics do not give the true picture owing to the fact that many cities, such as Rochester and Detroit, would be listed among places where reductions have taken place, but the reduction has been so slight that it has not affected the program. For instance, two years ago Detroit had approximately 615 teachers. It now has about 585.

MY STUDY reveals that certain very definite things have happened:

Economies have been effected in unusual ways; for example, in two cities the swimming pools were closed; in another city, the excellent corrective program was cut out; again, in certain instances the individual programs, based upon individual needs, have been curtailed and this has meant going back to big classes and mass instruction.

To continue: in one school we found the girls' program eliminated but the boys' program retained where they used to have both a man and a woman; in one city the fifth and sixth grades are out—grades that perhaps need it most; in another city, the juniors and seniors in the high school do not get physical education. In one high school certain sections do not have it one semester and other sections another semester. The program does not serve and reach all of the students as formerly. There are many details along this line, which because of brevity cannot be stated here. Because of the large classes and increased teaching load, teachers are fatigued and their morale is low.

In summing up the total situation, the following general effects are noted and listed:

1. Two definite results of the depression seen every-

These GYM SUITS *are friendly with the* Laundry!

Mothers and Physical Directors agree that gym suits should be washable for sanitation's sake. And the vogue in schools everywhere is for gym suits in class or school colors.
Will the gym suits you specify meet these requirements? Can they come in close contact with the washing machine, without turning color? They can—if they're made of Indian Head Cloth!

INDIAN HEAD CLOTH
REG. U.S. PAT. OFF.
A NASHUA PRODUCT

Indian Head Cloth is firmly woven for durability. It comes in a complete range of school or class colors. And ask any mother how it washes! Indian Head Colors are *guaranteed fast* and the finish is permanent!

These Leading Gym Suit Manufacturers Feature the Indian Head Label in their best suits:

CHICAGO, ILL. Dainty Frock Co., Inc.
KANSAS CITY, MO. Lowe & Campbell Athletic Goods, Inc.
OGDENSBURG, N. Y. Randles Mfg. Co.
TROY, N. Y. Marvin-Neitzel Corp.
MILWAUKEE, WIS. Will Ross, Inc.
NEW YORK, N. Y. Kenilworth Mfg. Co., Inc.

INDIAN HEAD CLOTH may be had shrunk by the Sanforizing Process in White and 31 Fast Colors.

NRA MEMBER U.S. WE DO OUR PART
CODE 1

Nashua Mfg. Co.
Incorporated 1823
Box 1206 Boston, Mass.
Anchor Sheets *Nashua Blankets*

where are (a) an increase in teacher load and (b) an increase in the size of classes.

2. Another definite, common fact found on the visit is this—that where majors in physical education can teach an academic subject, they are hired and retained. In two high schools in Minnesota where new physical education programs were to be developed and where the principals wanted majors in physical education, they asked that the latter have an academic teaching subject. That is, rather than hiring an academic teacher who would attempt to teach physical education, they wanted a physical education teacher who could teach some of the academic subjects. In two cities the director of physical education was able to hold the line and to save his teachers because half of them were credited as certified to teach other subjects. One of the sad things was to see teachers lose their jobs who could have held them if they had been certified in an academic subject. One thing that the depression has shown is that physical education teachers must be certified to teach, either as a major or a minor, an academic subject.

3. Another fine fact that was discovered on the trip is that state laws have been valuable. In fact they saved three or four situations and were responsible in one situation for the restoration of the whole program. In a city where physical education had been eliminated, attention was drawn to the state laws and it was put back. In two cities where the eliminating of physical education was being contemplated it was pointed out that there was a state law and that such a procedure would be illegal, and the proposal was dropped. The depression is proving definitely the value of state laws to hold the line.

4. I think the reestablishment of physical education in Chicago is an outstanding fact. As we know, the Junior College was eliminated, the junior high schools were omitted, and many of the special subjects were entirely eliminated. None of these have come back in the program. Physical education was reestablished on a firmer basis and this was largely due to a marvelous campaign which some day must be written, but not now. So it is possible to put physical education back where it has been cut out.

5. Physical education has taken no special salary cuts. We have taken cuts along with all other teachers.

6. There has been no special attack on physical education, apart from the general attack on the so-called fads and frills—art, music, home economics, drawing, etc.

7. Another fact that stands out is the great need of having physical education recognized as a fundamental, integral part of the school curriculum. The depression has clearly shown that we must establish physical education in the minds of the educational administrator as a bona fide core subject.

Our problem, therefore, when things take an upturn, will be to see to it that (1) growth in physical education in new places be continued (2) staffs and programs be restored in places where reduced; (3) physical education be put back in places where it has been eliminated; (4) supervision be reestablished.

As a final word, I wish to say that I have been much encouraged. Except in a few spots, there has been no real damage to date. However, I must project a warning so that we will be prepared. Foresight is always better than hindsight. The warning is that unless there is a marked business recovery by next spring, when school boards meet in April and May of next year, education in general will have a hard time in many places. However, I hope for better times next year. In the meantime, physical education teachers must be alert to make their programs indispensable to their respective communities.

Teaching Food Appreciation

(Continued from Page 27)

"For we are her luncheon, yum, yummy, yum, yummy,
And we're all going down to visit her tummy."

"Potatoes" is particularly good.[6]

"I like potatoes in a mound
All smoothly mashed, with gravy round,
Or in their jackets brown and clean
With folds of napkin in between.
In spring-time too, they're good to eat
When they are new and small and neat.
But I would like the best of all
To buy and eat them at a stall."

They like the remarks of the poached egg:[7]

"I'm a poached egg.
I sit on my toast
And wonder which fork prick
Will tickle the most."

The next step in teaching food appreciation was that of actually eating the disliked foods. Hot oatmeal and a salad of lettuce and grated raw carrots were served in school to the children who disliked them but no reference was made to disliking. We assumed the attitude that of course every one would eat the food which was served. Not to eat would make them different from the other children. Children like the approval of their fellows as well as of adults. Dolls' dishes were used so that the servings would be small. The fun of asking for a second and even a third serving infected the dislikers. The color and form of oatmeal are not anything to enthuse about nor is the flavor very well defined. We talked about the pleasing warmth and the "slip-go-down" tendency. When the "M's" and pats and requests for "more" came we remarked that something hot tastes good in the morning. The chewy quality of raw carrots, their delightful color, the yellowish green and the crisp curliness of lettuce and its usability as a mat for salads were stressed.

We were not foolish enough to think that one experience of eating in school would convert the children to a lifetime devotion to the foods served. The children promised to eat a little of the cereal or vegetables at home once in a while. We checked with the parents at intervals during the remainder of the school year. All of the dislikers of oatmeal ate satisfactory portions twice or more often a week. One of these children was used in

[6] Rose Fyleman. *Fairies and Friends*. p. 56. George H. Doran & Co., 1926.
[7] Dorothy Aldis. *Op. cit.*

school the following year as a decoy to lead others to eat oatmeal. The reports concerning the vegetables were very satisfactory. Many of the children had not acquired a positive liking for them by the end of the school year but did develop a willingness to eat small portions frequently. All the children derived added pleasure from eating because they had learned to look for food characteristics other than flavor.

The Requirement in College

(Continued from Page 25)

to the restricted group. If our program is worth while it is important that no one be excused from the requirement. Varsity athletes who cannot meet the minimum standards should report back to required classes after the sport season is completed and until such time as they can pass all tests. Without such a policy a varsity tackle might, upon graduation, still be "physically illiterate."

Furthermore, the intramural program should supplement rather than supplant the instruction in required activities. It is a mistake to suppose that one replaces the other. Aimless and voluntary competition in intramural sports without careful supplementary instruction regarding skills and appreciations in the required program seems as unfortunate as promiscuous reading without any kind of training in the skills and appreciations involved in reading. Finally, it can be said that the handicaps of students in the restricted group are seldom, if ever, so great but that such individuals can acquire an understanding of the defect, and some skill of games and exercises suited to their particular condition.

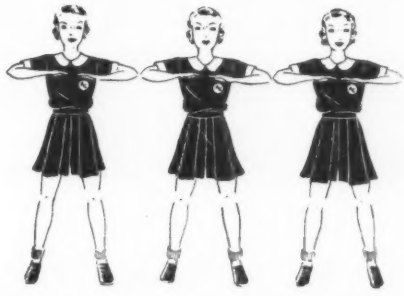
Conclusion

In conclusion, then, it would seem that the requirement in college physical education should be based upon something more than "putting in time." Achievement tests of various types should be used. Minimum standards are needed and in order that they may be speedily developed all college physical educators should work constantly toward that end.

The Teacher's Health

(Continued from Page 21)

where he can the teacher who is consciously or unconsciously injuring her health and efficiency. Handicaps which should bar a teacher include active tuberculosis, toxic goiter, strabismus and other marked visual handicaps, emotional instability, unsightly and extensive skin blemishes. However, no fixed rule is advised. There is much opportunity for increased efficiency and economy in school work through improved health of the teachers according to the reports of studies made in the past. When hygiene of the curriculum and sanitation of the buildings and grounds are provided and the physical status of the teachers and pupils are periodically and effectively investigated, the resulting education can be reckoned as a proper return for the investment made. This the taxpayer has a right to expect, and the interests of pupils and teachers are properly safeguarded.



● Uniforms for gym or camp wear should be uniform. To insure permanent color, long wear and lasting satisfaction, for all Misses Athletic Uniforms, specify . . . .

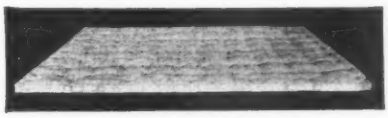
GENUINE ARGENTINE CLOTH COLOR CAN'T FADE

REG. U. S. PAT. OFF.

Look for this label! It's all you need to know about the fabric.

● For sample swatch and complete color chart, write to Mahler Textiles, Selling Agents, 59 White Street, New York.

Genuine NARRAGANSETT MATS



For gymnasium, boxing, wrestling, tumbling. Makers of mats and gymnasium apparatus for 50 years. Sold directly to institutions. Send for circular and low factory prices.

Gymnasium Apparatus *Anthropometric Apparatus*
Steel Lockers

NARRAGANSETT MACHINE CO.
100 Esten Ave, Pawtucket, R. I.
New York Office: 202 East 44 St., New York, N. Y.

PANZER COLLEGE
OF PHYSICAL EDUCATION AND HYGIENE

A four-year curriculum in physical education, health, and recreation leading to the degree of Bachelor of Physical Education. Comprehensive professional courses are based on a broad education in the liberal arts and sciences. The college is accredited and co-educational.

For catalogue, address
REGISTRAR, PANZER COLLEGE
East Orange, New Jersey

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

Teaching of Health Education

(Continued from Page 7)

able for help and leadership and that special teachers with expert preparation in physical education will be available part-time during each week to supplement the health education activities of the classroom teacher.

Recommendations

The time has come for us to face squarely life issues in the educational field. We are being forced by changes in living conditions and the rising expenditures in education to weigh values as never before. We must put first things first.

It is recognized that limitations of time and personnel have kept this investigation from being an exhaustive and conclusive one. As a preliminary study it indicates the possible values of future studies that should evaluate all courses of study available. Analyses and evaluations should be made independently by at least five experts. Such a procedure would increase the validity and reliability of such an investigation.

Moreover present practice is not necessarily wise. It is believed that the weight of actual practice has significance. We need to have a series of carefully controlled experiments in order to measure the real values in healthful living of various health education procedures.

Health education should no longer be considered a "sideshow" in the educational "circus." It is a vital and integral part of any functioning educational program of the present and future.

Rhythmic Activity for Boys

(Continued from Page 33)

is planned to coincide with the social studies area for the same year and at the same time to work with and through the music and art programs as far as possible. This program of ours is just getting well started and is developing slowly as the teachers prepare for it. Results in certain schools already indicate that sixth grade boys are just as interested and skilful in rhythmic activities as the girls are when the teacher is adequately prepared.

Third, is the problem of developing some immediate form of rhythmic physical activity for the unskilled high school boys. Obviously we will not start out by establishing arbitrary requirements in dancing. We must prepare the way. Teachers must at least be sympathetic and have made some preparation. The activities selected must be simple yet there must be a definite vigor and swing to them. All of us are familiar with and probably use the vigorous type of national dances including jigs, hornpipes, and reels which are so enjoyed by boys. Others have found clog and acrobatic dancing a good approach while modern social dancing and pioneer dancing in mixed groups have had a certain vogue. In any of these approaches, success usually depends upon thorough mastery by the teacher of the particular dances to be presented so that he can perform them with fair skill. Teachers who do not themselves thoroughly enjoy an activity rarely teach it well.

IN DES MOINES we have done just a little experimenting with two other types of rhythmic activity which may be valuable in this connection. Up to the present we have been handicapped in their use because the men who received training are hesitant about presenting the new material to their pupils. The first type is an adaptation of the modern German expression dancing as brought to us by Fra Erika Thimmey. When adapted to high school boys it would in part resemble the work demonstrated by Emil Rath and his classes under the title of "Polyrythmics." It requires only the use of percussion instruments and seems to have definite possibilities if some of our men could continue their development in the necessary techniques.

The second type seems to have even greater possibilities just at present. It consists of authentic Indian dances of the non-religious type. The usual published Indian songs and dances are too idealized or too sketchy for practical school use. We were fortunate enough to receive instruction in the authentic songs and dances of the Sac and Fox tribes from Jim Poweshiek, one of their head men. In their simplest forms some of these dances can be used in the third grade where we teach them in connection with the study of Indian life and culture. These same dances, however, can be increased in difficulty until they challenge anyone both as to endurance and skill. In addition, as skill increases one may go beyond the pattern type of dance and make up his own portrayal as in the Hunter's Dance, Dance of the Eagle, or the War Dance. Our own present limited experience with this type of dance indicates a definite interest and liking on the part of the boys. There are no inhibitions against Indian dancing and the rhythmic appeal is powerful if good singers are available for the drumming. Our present limitations in the use of this type of work are largely due to the self-consciousness of our teachers. They encounter more difficulty in mastering the dances than their pupils do because they lack flexibility. They do not enjoy the dances well enough to want to teach them.

SUMMARIZING, we may say that a more adequate program of rhythmic physical activities for high school boys is highly desirable but it should be of a type which will stimulate and challenge the boy. Difficulties to be overcome include the traditional negative attitude of boys, poor teacher preparation, and inadequate development of skills by elementary school pupils. Suggestions for meeting these difficulties include the following: (1) action by the city directors' section asking for better rhythmic training of men by teacher-training institutions and preference given those with such training in selecting new teachers; (2) development of a better program of rhythmic activities in the elementary schools; (3) a cooperative plan with present teachers of high school boys for improving the curriculum through the use of some of the following activities: (a) vigorous, masculine-type national dances, (b) clog and acrobatic dancing, (c) pioneer and modern social dancing for mixed groups, (d) modern expression dancing, and (e) authentic Indian dance and song.

We stay young if and as we continue to learn new things. One of the great functions of our profession is to keep people young. Let us personally exemplify that for which the profession stands by our own continued development in new fields.

Analysis of Volleyball

(Continued from Page 39)

(3) Time jump to meet ball well above net.
(4) Hit to a vacant spot if possible.
(5) Generally hit down as much as position of ball and net will allow.
(6) Mix in a few easy close placements and long lobs.
(7) Avoid reaching over, going under, or touching net.
(8) Hit ball with heel of hand or some hard portion.
(9) Step into spike if possible.

d. Setting up.
(1) Know where your spiker likes the ball to be placed.
(2) Face your attack player.
(3) Set the ball high so that it will come down to desired spot.
(4) Usually bring ball down about six inches to a foot and one half from net—the closer the better as long as it comes down on your side of the net.
(5) Keep wrists flexible.
(6) Handle ball on fingers mostly.
(7) Use overhand set up if possible.

e. Passing to set-up man.
(1) Handle ball with fingers and palms of hand.
(2) Pass ball high.
(3) Pass ball on side of set-up man toward spiker.

f. Blocking a spike.
(1) Usually unsuccessful, avoid it as a rule.
(2) Use block to make opponent "shoot" in a more limited area rather than to stop shot.
(3) Time jump to be there just as ball is hit.
(4) Use both hands with wrists quite rigid.
(5) Get as close to net as possible.
(6) Hold hands so as to deflect ball down.

g. Receiving service.
(1) Start getting into position to receive as soon as ball is hit.
(2) Whether the service is easy or difficult to receive, try to play it up into the air.
(3) If low and not too fast, kill it as it comes over net or check it there.

h. Going after a foul tip.
(1) Start immediately.
(2) Run hard.
(3) Drive ball up and toward other team-mates if possible.

i. Presenting common defense against spiked ball.
(1) All men crouched.
(2) Middle man in back row up toward front line.
(3) Back row in closer, hands front and low on a good set-up.
(4) Back row more nearly erect on poorer set-up.
(5) All intensely alert, facing ball.

3. Stress mental and social fundamentals.
a. First in classroom through discussion.
b. Later, on the court during play according to methods listed Under B, 2 and 3..

POSTURE STATUETTES

Two plaster cast figures designed for
POSTURE INSTRUCTION in SCHOOLS AND INSTITUTIONS
One representing correct—the other relaxed posture
Shellaced—Reinforced—14 inches high
Price—$5.00 each
Including packing and expressing
For orders address **MISS GRACE B. DAVIESS**
University of Cincinnati, Cincinnati, Ohio

SEAL-O-SAN
MAKES FLOORS NON-SLIPPERY

"It's a Different Team *with Burke in..*

too bad he's been out with a sprained ankle . . . they'd be at the top now instead of battling in the cellar."

Every coach knows that nothing pulls a good team down quicker than accidents. Yet every year finds men like Burke—speedy men with sure eyes for the basket—warming the bench because of sprained muscles and torn ligaments, the result of slippery floors.

Seal-O-San can keep your star players in the game and on their feet. For a Seal-O-San finish on your gym floor means 100% sure footing.

Coaches at Purdue, Michigan, Rutgers, Pitt and 2500 other schools realize the big advantage Seal-O-San gives to the squad. Dribbling, pivoting and shooting improve on its non-slip surface, and skids, falls and injuries no longer handicap team work.

Investigate Seal-O-San today. It is low in cost and can be applied by mop without skilled labor. Clip the coupon and join the 2500 coaches who are winning faster and cleaner games on non-slippery Seal-O-San.

The **HUNTINGTON LABORATORIES** *Inc.*
HUNTINGTON INDIANA
TORONTO, ONT. 72-76 Duchess St. • 2125 Market St. DENVER, COLO.

COACHES—CHART YOUR TEAM'S PROGRESS IN THIS BOOK—IT'S FREE.

Huntington Laboratories, Inc.
Huntington, Indiana.
Please send me a Seal-O-San Shot Chart and Scouting Diagram Book and complete information on Seal-O-San.
Coach .....
School .....
Address .....

MAKERS OF DERMA-SAN—ATHLETE'S FOOT PREVENTIVE

Quetzacoatl's Bride

(Continued from Page 34)

At the close of the dance the high priest recites an incantation and plunges the knife into the victim's heart.

The procession files out (B), some of the people following behind, and others going out (B, A, C), as the stage darkens.

Interlude

"May night." As the moon crosses the stage (D,B), the Maiden slowly follows in the moon-path. Again the stage becomes dark, and the altar is removed.

Act II

As the light brightens, the sunbeams dance in. (They enter B, C, D, E.) At the close of their dance, they exit as they came, and the stage is taken by the clouds (B, C). They are the fleecy ones and are blown about by the south and west winds. Suddenly from the other side (C, D) come the storm clouds, with the north and east winds driving them. All is in confusion as each band struggles for supremacy. A gleam of golden light illumines the stage and the sunbeams dance in escorting Quetzacoatl and the maiden (E). Quetzacoatl dances, using sunbeams for horses for his chariot.

The clouds and wind drop back forming a background and Quetzacoatl surrounded by sunbeams takes a rainbow cloak from one of them and throws it about the maiden.

All dance; the clouds slowly disappear, and then one by one the sunbeams, (A, B, C, D) until Quetzacoatl and his bride alone remain. The light follows them as they exit (D). Then all becomes dark and the altar is put back.

Act III

This has the same set as Act I. The priests and people enter distracted by the long rainy season[7] which means famine. All entrances are used. They dance a pantomimic prayer. The stage darkens and then the spotlight is thrown on. The arc is formed by the eight maidens in rainbow costumes standing close together in a line on the various tiers of the altar. Regarding the rainbow as a favorable answer to their prayers, they indulge in an orgy until one by one all fall exhausted. The light dies and the stage is cleared.

Suggested Music for Dances

Ceremonial and Invocation—"Dance of the Indian Phantoms," E. H. Kroeger. "Scythian Suite," Sergei Prokofieff.

Warrior Dance—"Polichinelle," Rachmaninoff.

Interlude—"Lotus Land," Cyril Scott.

Sunbeams—Brahms' Waltz No. 8.

Quetzacoatl's Dance—*Natural Rythms and Dances,* pp. 91-94, Gertrude K. Colby.

Pantomimic Dances in Act III—"Dance of the Elephants," Cyril Scott.

Other Dances—"Scythian Suite," Sergei Prokofieff.

Orgy—"Tarantelle," Coleridge-Taylor.

References and Bibliography

Biart, Lucian. *The Aztecs.* Chicago: A. C. McClurg and Co., 1887.

Crawford, Cora Hayward. *The Land of the Montezumas.* New York: J. B. Alden, 1889.

Lumholtz, Carl. *Unknown Mexico,* Vol. II. New York: Charles Scribner's Sons, 1902.

Prescott, W. H. *The Conquest of Mexico,* Vol. I. London: Chatto and Windus, 1922.

Spinder, Herbert. *Ancient Civilizations of Mexico and Central America.* New York: American Museum Press.

Verrill, A. Hyatt. *Old Civilizations of the New World.* Indianapolis: The Bobbs Merrill Co., 1929.

[7] *Ibid.,* pp. 24-25.

Treatment of Dermatologic Cases

(Continued from Page 31)

structions are also given concerning the care of the scalp which in the main is weekly shampooing with tincture of green soap, together with a scalp lotion if the existent seborrhoeic scale requires it. Locally the patient is told to use tincture of green soap twice or three times a day, to be followed at bedtime by an application of lotio alba.

The response to these measures is usually gratifying in a month's time. Additional measures may include the oral administration of brewer's yeast and careful surgical opening of pustules and infected comedones. We have used vaccine but once and that at the patient's insistence. We have not had any experience with gland products in this group. Certain occasional instances appear to go from bad to worse even though the student is conscientious in carrying out the instructions. These cases are then referred elsewhere for either quartz lamp or X-ray. It is to be emphasized that our measures are in addition to the correction of any medical difficulties such as mild anemias, foci of infection, protein sensitization, or gastrointestinal upsets.

Under the term "seborrhoea" we have included not only evidence of seborrhoeic dermatitis or seborrhoeas of the scalp, but likewise the large and increasing number of premature alopecias seen among our male students. This latter type of case lends itself poorly to treatment. Unless there is a real seborrhoeic basis with thick heavy scale for which some form of sulphur or tar acts almost as a specific, it is difficult to control the hair loss. A number of these cases have seasonal variations and are particularly bad during spring and fall; other acute hair losses are undoubtedly associated with semester examinations or heavy scholastic programs. The majority of these boys' fathers likewise became bald early in life. It is also our impression that the Jewish student is particularly prone to premature alopecia.

This type of baldness is a deserving field of endeavor and study. The youthful age of the patient makes the condition quite a handicap and makes him a good subject for the many quasi-medical scalp restoring studios. We must admit that treatment is unsatisfactory. Advice can be given concerning the wearing of light non-constricting hats; not too frequent shampooing or vigorous massage, and the use of mildly stimulating ointments or lotions of sulphur and resorcin. Pituitrin has been given a trial in our hands with no success in this type of alopecia or in alopecia areata for that matter. Readjustment or lightening of the school load may be justified in some instances, as the disability likewise is one of mental attitude.

And finally a few words concerning the less frequently

occurring dermatoses. The many varieties of pyogenic dermatitis are routinely treated with 5 per cent ammoniated mercury unless there has been a prior application of iodine. Boric compresses are necessary in cases in which there is any considerable crusting. Pyogenic infections of the bearded regions are treated very actively as deeper follicular involvement is to be avoided. In these cases we advocate daily shaving in an antiseptic manner. When the quartz lamp is available, these cases may be materially shortened with its use.

Dermatitis venenata from contact with poison ivy responds well in our experience to the intramuscular therapeutic use of the ivy antigen. Locally we use a drying lotion such as calomine or zinc oxide with phenol. Later an oxidizing application can be used, such as 6 per cent solution of potassium permanganate. Not until the acuteness has subsided do we employ ointments and then the familiar 5 per cent ammoniated mercury ointment. Most of the cases are ambulatory, but if there is any considerable edema of the face or genitalia we prefer to treat the case in the infirmary.

In the number of cases of molluscum contagiosum we have seen, the simple lancing and curetting of the individual lesion suffices to clear up the current attack. A second visit is usually necessary at a later date to complete the removal of a final crop of lesions. It is not necessary to apply any antiseptic or escharotic. The three instances of erysipeloid coming from the veterinary school have been interesting in the main from the diagnostic standpoint and also from the standpoint of future epidemics. The treatment is simple and we have not used the specific serum of Rosenbach. Wet dressings for a week, together with ichthyol ointment usually clear the infection promptly.

We have not attempted to include all the types of conditions that we see in this service, and because so large a percentage of our work is made up of a half-dozen diagnoses we have given importance where importance is due. We have had the opportunity to treat simply and, we think, along rational lines. This is in contradistinction to the present-day confusion that has followed on the vast number of drugs, applications, and physical agencies available, particularly in dermatologic work.

Modern Conceptions of Wrestling

(Continued on Page 41)

ment to be a good, clean, scientific, and alert wrestler. Take pride in being alert in the classroom as well as on the mat. Never be the kind of person who is satisfied with just being on the team, or just doing enough to win a letter. Set your goal high, say to yourself, "I want to be the best man in my weight." Then keep right on working with that goal in mind, and you will accomplish something. You should always keep the code of sportsmanship and ideals high so that when the word "wrestler" is mentioned the hearer will think of an intelligent, clean-cut, happy, and healthy-looking person.

Wellesley College

Graduate Department of Hygiene and Physical Education

Certificate in Hygiene and Physical Education

A two-year curriculum is offered to graduates of colleges and universities who present prerequisite work in chemistry, physics, psychology, and education.

M. S. in Hygiene and Physical Education

Graduate students qualified for advanced study and research may undertake and complete work leading to the degree of M. S. in Hygiene and Physical Education in addition to the work for the Certificate. Graduate students who have had preparation in the field of Hygiene and Physical Education equivalent to the requirements for the Certificate, and who are qualified for advanced study and research, may register for and complete, in one or two years, the twelve-year hours required for the degree of M. S. in Hygiene and Physical Education.

Certificate and the B.A. Degree

A five-year program in liberal arts and physical education leading to the B. A. degree at the end of four years, and to the Certificate, and in special cases, the M. S. degree at the end of the fifth year.

For information, address Graduate Committee, WELLESLEY COLLEGE, WELLESLEY, MASS.

TEACHERS, WE PLACE YOU

WRITE FOR INFORMATION

Largest Teachers' Agency in the West

We Enroll Only Normal and College Graduates

Photo copies made from original, 25 for $1.50. Copyrighted Booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc., etc.," free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

ROCKY MT. TEACHERS' AGENCY

WM. RUFFER, Ph. D., Manager

410 U. S. Nat'l Bank Bldg.
DENVER, COLO.

THE ANN ARBOR PRESS

COMMERCIAL AND BOOK PRINTING

PRESS BUILDING

ANN ARBOR MICHIGAN

New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

Recreation and Unemployment. (National Recreation Association, 1933) 58 pages. 25 cents.

After summarizing *The Need* for recreation during widespread unemployment in the first section of this useful little booklet prepared by the National Recreation Association, the authors continue with practical methods of providing it. Inspiration is provided in the stories of what cities and organizations have accomplished, and many are the suggestions which are added. An important section on *Leadership and Financial Support* will answer the questions of many well-intentioned persons on the methods of organizing to provide recreational outlets. A *Selected Bibliography* contains the titles, publishing concerns, and the prices of practical pamphlets obtainable on recreative subjects.

Basket Pioneering. Osma Palmer Couch. (Orange Judd Publishing Co., Inc., 1933) 168 pages. $1.25.

Mrs. Couch's book is a complete manual of the art of basketry. There is a special significance in the term "pioneering" as used in the title. For not only are the well-known materials and stitches discussed in a manner suitable for the beginner or expert, but unusual mediums and new and different patterns are introduced. Such materials as corn shucks, leaves, and split roots do not sound too promising to the novice, but become so with such powers of persuasion as Mrs. Couch possesses. Bird lovers will be attracted by the chapter on *Basket Bird Nests*. The volume is profusely illustrated with halftones and design plates—there are seventy-five—and a convenient feature is noted in their arrangement which brings each one directly opposite the design described.

Programs for Parents. (Revised) Nell Boyd Taylor. (Department of Child Welfare and Parent Education, State Teachers College, St. Cloud, Minnesota, 1933) 48 pages. 25 cents. Ten copies, $2.00.

Parent-Teacher Associations will find this little pamphlet full of suggestions for their general meetings and for their study groups. Discussions are outlined for the following topics: Importance of the Early Years of Childhood, Constructive Discipline in the Home, The Learning of Children, Training the Child's Emotions, Understanding the Adolescent Boy and Girl, The Play Life of Children, Family Relationships. At the end of each outline, there is a list of references that may be used in further study. Then there is an appendix containing material that will help parents in making accurate observations and records of their children's behavior and containing also an excellent list of books and pamphlets.

The Health School on Wheels. J. Mace Andress, Ph.D., and I. H. Goldberger, M.D. (Ginn and Company, 1933) 399 pages. 80 cents.

Dr. Andress and Dr. Goldberger have collaborated again in the writing of *The Health School on Wheels*. Like *Broadcasting Health* this book comes to its intended audience—this time, fifth and sixth graders—with an appeal which is unique. Much wisdom is packed into the interesting tale of the class which, in a huge yellow bus, visited every part of its home city and the surrounding country. Calls were made at a dairy farm, a city reservoir, a food market, a barber shop, and a factory. Garbage disposal, fire-fighting, city noises, and housing are among the topics which are discussed, all in a gay and original manner and with special emphasis on the social and civic aspects of each. The vocabulary has been checked by the Buckingham-Dolch Word List, and a glossary takes care of those words which are unusual or technical. The definitions are those which a child can understand and remember.

The Modern Dance. John Martin. (A. S. Barnes and Company, 1933) 123 pages. $1.50.

A book on any dance topic from the pen of John Martin, dance critic of the *New York Times*, is assured of the attention of followers of the art in every branch. His exposition of the modern dance, which he defines as "those types of dancing which are neither classic or romantic," is thorough and sympathetic. Tap and acrobatic dancing are excluded from his consideration, not because he feels that they are inferior or without value, but because he does not classify them with the types which contribute to dancing as a fine art. For the prospective reader Martin's viewpoint may be indicated by a quotation from the closing lines of his book: "The artist must continue to create because he has to, and not bother why and how. It is ideally in the fashion that the spectator should react. . . . ."

The Recreation Manual. V. K. Brown and James J. O'Rourke. (The Fred J. Ringley Co.), 75 cents.

The *Recreation Manual* is a very valuable, practical, and useful publication. It contains a series of graphic charts covering games, sports, and craft activities. It also outlines drawings for ice boating and ice sports of all kinds; the layout of tennis courts of every type; construction of golf tees and greens; the making of wading pools, sand courts, handball courts, horseshoe pitching.

Anyone interested in the layout of sports and games activities of all kinds will find very valuable plans and graphs.

Outdoor Activities. Blanche Bogert and Edith M. Gates. (The Womans Press, New York, 1933) 19 pages. 35 cents.

The authors of this pamphlet have applied to the problem of outdoor activity for city girls an ingenuity which is astonishing. In fact they scarcely admit that there is a problem connected with outdoor activity for city dwellers but provide so many practical suggestions for delightful entertainment out-of-doors that anyone in need of inspiration along this line will find their book a useful one. A list of selected references on outdoor topics completes the volume.

OUR ADVERTISERS DESERVE YOUR PATRONAGE

PUBLISHERS

Ann Arbor Press 63
A. S. Barnes & Co. 35
Camp Life Magazine 41
Lea & Febiger ..... Outside Rear Cover
Sportswoman Magazine 47

SCHOOLS AND COLLEGES

Arnold College ..... Inside Front Cover
Bouvé-Boston School of Physical Education .. Inside Front Cover
International Y.M.C.A. College ..... Inside Front Cover
Panzer College 59
Posse-Nissen School of Physical Education ... Inside Rear Cover
Russell Sage College 37
Sargent School of Physical Education ..... Outside Rear Cover
Savage School of Physical Education ..... Inside Front Cover
Wellesley College 63

SPORTING GOODS, CLOTHING, SHOES, SUPPLIES

Advance Theatrical Shoe Co. 51
Grace B. Daviess 61
Denver Chemical Mfg. Co. 41
Dwight Posture Model ..... Inside Rear Cover
Fox Tent and Awning Co. ..... Outside Rear Cover
Huntington Laboratories, Inc. 61
Mahler Textile Co. 59
Narragansett Machine Co. 59
Nashua Mfg. Co. 57

MISCELLANEOUS

American Physical Education Association ..... Inside Rear Cover
Rocky Mt. Teachers Agency 63